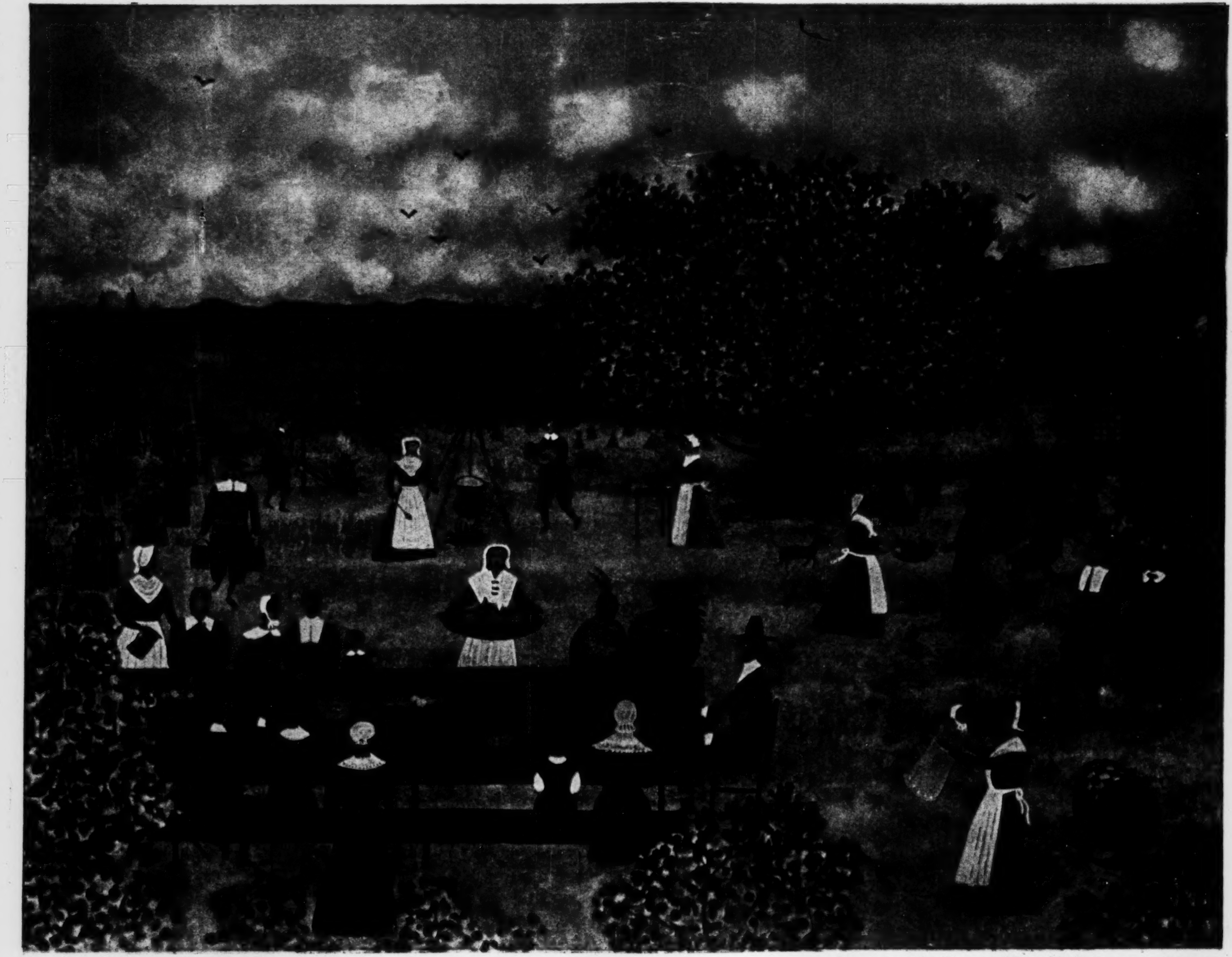
THE INSTRUCTOR



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November 1952

Children's Book Supplement begins on page 5 . . . .

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SCHOOL NEWS

Jane F. Bonneville

School Editor, *Bronxville Reporter*, Bronxville, New York

IN THE average community only parents of children in school have any idea of what goes on there. In many cases even these parents are not fully informed on what motivates the curriculum.

The average citizen must, as a rule, pay his share of the school tax, even though he is childless. Not infrequently this causes resentment. Then, there are people who support schools financially but who have not set foot in one for ten, twenty, or more years. They see no justification for the rising cost of education. Many parents are not familiar with present methods.

With these thoughts in mind, the *Bronxville Reporter* carries a school page in each issue. The idea is to go behind the scenes and give a word picture of what makes the school "tick."

Curriculum subjects are treated individually. Every effort is made to explain how and why the subject is taught, to get pupil reaction to gauge its effectiveness.

The school page tries to *show the taxpayer* what he is getting in human results. Development of the child is pointed out, not only in curriculum, but in character building—a vital objective in our schools. The page tries to *show the community* that schools are teaching more than the three R's. School news also reports co-operation between school and community by publishing accounts of combined efforts. One P.T.A. held a benefit movie to augment its funds. The local theater, school administrators, children, parents, and other people in the area joined to make the venture a success.

The page also informs the community of work done by teachers "beyond the call of duty." The many hours of extra work given to school enterprises by faculty members, who receive no overtime pay, are recognized.

Schools are not always omniscient. At times they make errors in judgment and in action. The public is entitled to know the bad as well as the good, so school problems receive a share of attention.

Not every newspaper has a large enough staff to carry on such an enterprise, but any school interested in publicizing its work can ask the local editor to give the venture a try. The faculty can, without too much extra work, keep the paper supplied with material for a stimulating news page.

Advance notice of events to be written up for the paper will give the editor time to schedule pictures if he likes. Special projects, field trips, even birthday parties, make news.

Big events in the field of education get publicity as a matter of course. But it is the everyday routine, the step-by-step procedure, which turns a child into an educated young adult, and *that* makes for human interest. Tell this story in the pages of your newspaper.

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What security on bank loan?..

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$..............	$..............	....	....
$..............	$..............	....	....

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Name of Relative..(Relationship)....................
Street.......................... Town.......................... State.............. Occup...............

Name of Relative..(Relationship)....................
Street.......................... Town.......................... State.............. Occup...............

Name of Relative..(Relationship)....................
Street.......................... Town.......................... State.............. Occup...............

Name of Relative..(Relationship)....................
Street.......................... Town.......................... State.............. Occup...............

The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here ______________________ Street Address..........................

Town.......................... County.......................... State..............

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(If married, both husband and wife must PERSONALLY sign)

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Talking It Over—

Friendly Chats with the Editor

BY SPECIAL request our *Richard Jones* took a picture of his two best girls, *Louise Jones* and daughter *Carol*. Just to bring you up to date, she's the same Louise Jones that worked in our editorial office but she now has a full-time job taking care of Dick and Carol. However, in her spare time Louise creates wonderful handcraft ideas—we understand she thinks them up while she's ironing. Then she makes a sample, tucks it in the back of Carol's cart, and the two of them come visiting. The attractive cornucopia on page 65 is one of her projects and is so simple that fourth-graders can make it with little trouble. Louise's artistry extends in many directions. Both the dresses and the doll in the photograph below were designed and made in Louise's sewing room. Isn't she a handy gal!

Louise and Dick have just bought a home, high on the hill. When snow comes, Carol can slide from her front door right down to mine.

I can't let Children's Book Week pass by without a comment. When *Betty Noon* and I were talking to *Marguerite de Angeli* (page 10) about children's reading versus television, she immediately said that the one should not be pitted against the other—even in our thoughts. "Television will help popularize reading, I'm sure," she insisted. The more I think about it, the more I agree. Publishers can introduce new books to young readers on television, and the educational telecasts should certainly have a program devoted to children's books.

I believe I could do a good telecast myself with one of the de Angeli books—I could read it, show my audience the illustrations and comment on them, and then tell about other books by the same author. With such a telecast I'd be willing to compete with Buck Rogers or any of his counterparts, and I'm sure I'd start many a trek to the library for books. If book programs are a success, commercial telecasts will soon pick up the idea, won't they?

Leonard Street is a good, solid residential street in Dansville. You know the sort of neighborhood I mean — populated by law-abiding, tax-paying, church-going citizens who have a reputation for nice lawns, swept walks, and general friendliness.* Betty Noble *lives on that street, as well as* Lora Canfield, *who arranges the ads in* The Instructor *so carefully. No. 18 Leonard Street recently changed hands. Our* Margaret Mason, *and* Margaret Hondelink, *who teaches vocal music in the Dansville high school, are the new owners. The place is bustling with activity. "I painted the stairs last night," our Margaret will say—or she'll describe a bout she had with putting up a new towel rack in the kitchen. All this is further proof of the versatility of our production editor, who thinks nothing of having home-grown pansies on her desk in November or of sporting the first ripe tomatoes of the season.

It is with a feeling of profound regret and a sense of genuine camaraderie that I note the retirement of Florence Hale *as editor of* The Grade Teacher. *Miss Hale has made a sincere contribution to elementary education over a long period of years—as rural supervisor, president of the NEA, and editor of* The Grade Teacher. *The* Instructor *staff joins me in wishing her many happy years of retirement, full of fun and enjoyment. To* Elizabeth Robinson, *who succeeds Miss Hale, go our best wishes, too. We are sure* The Grade Teacher *has made a fine choice and that she will fulfill the desires of her readers in future issues of the magazine.*

"Shop early for Christmas!" "Mail early for Christmas!" We see these slogans everywhere. Now don't let your pupils be disappointed. If you plan to order a small gift for each of them, order it now. Last Christmas we heard from our advertising department that many teachers who ordered gifts which were advertised in *The Instructor* received them too late to give them out at Christmas parties. The trouble seemed to be threefold—gifts were ordered late, the filling of thousands of orders within a two- to four-week span increased the chance of error, and lastly, bad weather somewhat delayed deliveries. A word of advice is sufficient!

Mary E. Owen

THE INSTRUCTOR

Children's Book Supplement for 1952

Making Reading Fun

Phyllis Fenner

Librarian, Plandome Road School, Manhasset, New York

NOT all readers are born. Some are made. Years ago I thought that, given a good collection of books, every child could be easily persuaded that reading was the world's most enjoyable pastime. That is the way I had always felt about reading myself.

At that time I didn't know the Marshalls of the world who spend every waking minute making radio sets, or the Joans who like nothing as well as drawing, or the Bobs who invent electric ditch-diggers to go with their Erector sets. I know now that there are some children who are definitely not readers, in the sense of reading for pleasure. And lucky the world is that there are Marshalls and Joans and Bobs.

I also realize that reading for pleasure does not necessarily mean reading fiction. Some people prefer snake books. Some like fairy tales. There are many kinds of readers, and, if we are going to interest children in reading, we have to recognize that fact. Then, too, there are the children who don't know how to read—those who are too little to have learned, and those who should know but haven't yet caught on to what it is all about. There are some children, however, who would become real readers, did they but know how much fun reading is.

It is never too soon to try to interest children in books. One of our teachers brings her first grade to the library for "reading." It is a thrilling sight to see them settle down quietly, sometimes two or three together, sometimes alone, sometimes bringing a book to me or the teacher to read aloud. They are enjoying books in a really bookish way. And they are learning a good habit. At first they were inclined to wander and to grab a book at once to take home. The teacher gathered them around her and talked to them about enjoying the library. I put in my two cents about the fun of browsing, what it meant to browse—"to nibble a little here and there" until they found books they liked. A little girl came up to me in a few minutes and said, "Mm, this book sure tastes good to me. May I take it home?" By the time those children are in the third grade, books will be a very real part of their lives, *even though they can't read very well as yet.*

One of the most enjoyable things I did last year was to work with a group of eight- and nine-year-olds sent to me by the reading specialist because they could not read. They were unusually bright and interesting children but for some reason they had a block when it came to reading. My part in their life was to keep them interested in books and in the library until such time as they could read to themselves. We did many things—played stories, worked in the library, played games—and part of each period I read to them books that otherwise they might be missing at their age. Most of them have learned to read by now and some have become real book lovers. An authority on reading once said that some of our potential lovers of books were among those who seemingly couldn't learn to read.

We have no trouble with the children who read very young, the natural readers, except to keep them from reading when they should be doing something else. Our problem is to help them to be more discriminating. It was with great surprise that a fourth grade learned, when they chose representatives for a quiz program, that the quantity readers in their group did not necessarily know a lot about books. Children are not born liking great music and so we give them "music appreciation." Why should we expect them to be born appreciating great literature? They have to be introduced to it.

One of the ways we can introduce good books is to read them aloud to the children. It takes time but it pays dividends. An eighth-grade teacher discovered that reading for ten minutes at the very beginning of the day did many things. The children were in their seats on time. They became quiet sooner. She managed to introduce her class to many good books in that time.

Clara E. Sipprell

A fourth-grade teacher spent a great deal of time reading aloud to her children this past year. I could tell from their demands what she was reading. They either asked for the same book or for books by the same author. All of the Doctor Dolittle books were requested, *Mr. Popper's Penguins,* The "Mary Poppins" books, *The Good Master,* and others. Children who hadn't been reading for pleasure started then. That teacher did something for her children that we can never adequately measure.

Another teacher had a story club once a week when the children either told or read to the class parts of books they liked. Another teacher encouraged her children to read storybooks for their reading lesson. They kept a list of those read and the number was almost unbelievable.

Then there is the child who reads very well but isn't interested in reading, often because he has never found out that books are fun. These children try our ingenuity, and what a thrilling thing it is when we are successful! Hobart came to the library for pictures of snakes. A seventh-grader, he had been asked, he said, to give a "lecture" to the third grade on snakes. He was amazed at the material we had—magazines, books, pictures. He came back later to take out some of the books. When he had exhausted those I suggested a life of Ditmars. He went from that to other nature books. I never got him to read a mystery story but he did read a great deal about the things he was interested in.

Many times we make a reader just by knowing his interests. Sometimes letting a child work with books starts his reading career. "Alabam" was sorting book jackets for me. I noticed he was making two piles. "One pile for you, and the others are books I want to read," he explained. He had never before shown an interest in reading.

Games about books are very stimulating. A little book called ***What Book Is That?*** by MacBean and Harshaw (Macmillan) is very useful, and not only

(*See next page*)

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give games, from the simplest variety to those that need more reading background, but will suggest games you can make up yourself. I find a mimeographed sheet of questions, one sheet for each child, is fun. The children check the correct answers. I put in it everything from Mother Goose to the classics. I make it clear that it is *just for fun.* It is a very exciting game and children read about the things they didn't know. During Book Week we often have a quiz program. Let the children make up games. These games serve two purposes: children have to study books to make the questions, and they have to know books to answer the other fellow's questions. And it is all *for fun.*

Clara E. Sipprell

A visiting author increases the circulation of his books. Do you have an author in your neighborhood? Invite a poet to read to the children. Most of our children thought poets were dead until one visited us. It inspired them not only to read poetry but to write it. The children in one fourth grade were invited to the library to read their favorite poems. One boy got up and said, "I have two favorite poems. One I wrote myself and one is by A. A. Milne." Then he read both.

Teachers often admit that they do not like poetry themselves so they cannot inspire children. Two of our teachers solved that little problem very nicely. One who loved poetry changed places for a period with a teacher who didn't.

Encouraging children to talk about books is a beginning. What books do they have at home? What books did their mother and father like as children? Encourage them to bring books to school for an exhibit. We can't be too openly critical of their tastes. We have to begin with what they have and build on that.

Playing stories is often the beginning of reading. So often the children who are not good readers, and almost always the children who are behavior problems, are the best at playing stories. It is one way in relation to books that they can shine in front of their companions who are better readers.

I imagine that writing a book report never encouraged any man or child to read, but to tell about a book not only gives the reader a chance to talk about something he likes but also persuades other children to read it. When Alex told his class "*Michael Strogoff* is the bloodiest and the best book I ever read" every boy in his class wanted to read it, and did.

Allowing children leisure to select books and leisure to enjoy them is one of the best ways to make readers. Telling children about interesting books inspires them. Talking about taking care of books, encouraging ownership of books, making bookmarks, are all ways of making them book-conscious.

In working to bring together children and books, there are three important things: Education, Experience, and Enthusiasm, and the *most important of all is Enthusiasm.* We need to know children and children's books, and we have to work with both before we really can know how to bring them together in the best way. But being enthusiastic about books is more than half the battle. It means that the book you read to children or the books you talk about will seem alive. You will be friendly with the children in relation to their reading and never make them uncomfortable about it (often a child does not like to read because he cannot read well enough to enjoy it). Best of all, you will help them to realize the joy, yes, the everlasting joy, of *unrequired reading!*

10 Books I'd Choose from the Past 5 Years

Louise Seaman Bechtel

Editor, Books for Boys and Girls, New York Herald Tribune

American Folk Songs for Children, Ruth Porter Seeger *(Doubleday)*
Augustus Caesar's World, Genevieve Foster *(Scribner)*
The Bright Design, Katherine Binney Shippen *(Viking)*
Cotton in My Sack, Lois Lenski *(Lippincott)*
An Inheritance of Poetry, Adshead and Duff *(Houghton)*
Misty of Chincoteague, Marguerite Henry *(Rand McNally)*
Of Courage Undaunted, James Daugherty *(Viking)*
Owls, Herbert S. Zim *(Morrow)*
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SCARLET ROYAL
By Anne Emery
In a happy combination of romance and horse story, Margo—who has been forced by family circumstances to sell her horse—gets him back and finds her true love. Exciting reading for girls 12 to 16. A Junior Literary Guild Selection. Illustrated $2.50

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THIS MY DESIRE
By Jessica Lyon
A girl of nineteen loses her insecure and rootless feeling in the tenderness of a boy's love. A junior novel about those difficult years between high school and marriage. By the author of FOR A WHOLE LIFETIME. $2.50
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WRONG-WAY ROOKIE
By Richard Wayne
The hilarious story of a boy fired by baseball spirit that cannot be deflated in spite of the odds against him. By the author of CLUTCH HITTER. $2.50

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THE COCK, THE MOUSE AND THE LITTLE RED HEN
By Felicite Lefevre
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Take Time to Read to Your Group

Pauline Shortall

School Librarian, Red Jacket Central School,
Manchester, New York

READING aloud, as home recreation, has been pushed aside by radio and television. However, this activity has so many values that it should be included by every teacher.

A book read aloud to a class and enjoyed gives proof that there are exciting experiences to be had through books. This serves as bait for the reading of other books. One group tells another, so that many come to know of the books read.

There is pleasure in a shared activity which gives the class a common background for reference and comparison. A humorous incident, like the doughnut-making adventure in *Homer Price*, by McCloskey (Viking), is doubly enjoyed in a group.

An appropriate book is an excellent motivating device. For example, *Amos Fortune, Free Man*, by Yates (Aladdin Books), will motivate a study of Negroes and lead to greater appreciation of their race.

Reading aloud can sum up and strengthen information imparted. Following the study of cotton, read Lois Lenski's *Cotton in My Sack* (Lippincott) to understand the cotton growers. Her *Indian Captive* (Lippincott) can deepen knowledge of the Seneca Indians.

A book to be read aloud must be chosen with care and skillfully presented. Usually a more difficult book than one a child would read for himself may be chosen. This helps make the listeners stretch for harder books. If the books are well liked, some of the children will ask for others.

The group must be kept in mind always and given only books you feel sure will hold their interest. If they have a special group interest, capitalize on that.

When starting a book, avoid reading long introductory passages. Summarize in your own words what is necessary to get into the action. Plan a good stopping place where there is a natural break. Leave the listeners wondering what is going to happen next. At the beginning of the next reading, first recall very briefly what has happened.

As you read, use storytelling techniques,—pauses, speed, variety in voice. Above all, keep your audience with you, by directing your eyes and voice to different parts of the group to let them know the reading is for every one. If all feel constantly included, they will reciprocate by good attention. You may like to consult the book, *Art of the Story-teller* by Marie Shedlock (Appleton-Century). Her methods can be adapted to reading aloud.

To use democratic procedures, sometimes let the group choose the book to be read aloud. If boy and girl interests are beginning to be different, let the boys select the book one time, and the girls the next. The book chosen may be one they know about, or they may suggest the subject and you choose the particular book. If interest should appear to lag, you may let the group vote as to whether they wish to hear the rest. If the vote is negative, quickly summarize the outcome and let those interested read the book individually. In this way, you will keep your reading aloud a treat to be anticipated and followed by more reading on their own. Sometimes better readers in the class may do the reading.

10 Books I'd Choose from the Past 5 Years

Elizabeth Gross

Co-ordinator of Work with Children, Enoch Pratt Free Library, Baltimore, Maryland

Blueberries for Sal, Robert McCloskey *(Viking)*
Farm Boy, Douglas Gorsline *(Viking)*
The Great Heritage, Katherine B. Shippen *(Viking)*
Misty of Chincoteague, Marguerite Henry *(Rand McNally)*
My Father's Dragon, Ruth Stiles Gannett *(Random House)*
Pancakes-Paris, Claire Bishop *(Viking)*
Secret of the Andes, Ann M. Clark *(Viking)*
This Is the Way, Jessie Mae Jones *(Viking)*
The Two Reds, Lipkind and Mordvinoff *(Harcourt Brace)*
Vulpes, the Red Fox, John and Jean George *(Dutton)*

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by Berta and Elmer Hader
About a little field mouse and his family who spent a winter in Mr. and Mrs. McGinty's attic on Willow Hill. Illustrated by the authors.
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Elle Kari
by Anna Riwkin-Brick and Elly Jannes
A lovely picture book of photographs to tell children about a little girl who lives in that interesting country of Lapland.
Ages 6-9 $2.00

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By William Lipkind. Through Little Seal, an Eskimo boy, young readers will gain a splendid picture of the life and daily customs of the Alaskan Eskimos. Illustrated by *Nicolas Mordvinoff*. Ages 7-10. $2.25

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The New Fall Books--
an Annotated Selection

Opening packages of new books is always an exciting and unique privilege for a reviewer. This fall it has been especially rewarding, for the new juvenile books are particularly good. Those reviewed here are a sample of the excellent material available to children this fall. C. G.

A HOLE IS TO DIG
By Ruth Krauss

Young children helped with this book for they gave definitions to such questions as: "What is Mud? Dogs? Sun?" Teachers would be wise to use just enough of the book to stimulate imagination. Then let the children carry on a discussion according to their own interests.

Ages 3–7 *Harper & Brothers; $1.50*

BABY ANIMALS
By Garth Williams

This is an excellent first book for young children. Garth Williams' enchanting pictures of the baby animals are printed on stiff cardboard pages, making it sturdy for small folks to handle.

Ages 2–6 *Simon and Schuster; $1.00*

THE BEST HOUSE IN THE WORLD
Story and pictures by Laura Bannon

Sammy wasn't sure that he lived in the best house in the world until he visited the Robin's, the Squirrel's, the Screech Owl's, the Rabbit's, and the Chipmunk's homes and found something wrong with each. Then he decided his own home was best for him, his father, mother, Stripety the Cat, and his red tricycle.

Ages 4–7 *Houghton Mifflin Co.; $2.25*

SALT AND PEPPER
By Ruth and Latrobe Carroll

Pepper, so called because of his black hair, was a little boy, and Salt was his pet, a little white-haired dog. Pepper's problem was learning to find new playmates when he and his father and mother moved. His problem was met very satisfactorily and rather humorously.

Ages 5–10 *Oxford University Press; $2.00*

WHEN THE MISSISSIPPI WAS WILD
By LeGrand

Children will enjoy this hilarious explanation of the action of the Mississippi River at the time of Mike Fink. When the early settlers were trying to cross the river, it was difficult indeed because of the storm Old Al, the chief alligator, thrashed up with his tail.

Ages 6–10 *Abingdon-Cokesbury Press; $2.00*

EVEN STEVEN
By Will and Nicolas

The winners of the Caldecott Award for 1951 now turn their talents to the story of a little white horse who was as smart as he was small and who knew how "to get even" in the most surprising ways, thus earning the name of Even Steven. Hobie picked Steven for his very own and a wise choice it proved to be.

Ages 5–9 *Harcourt Brace & Co. $2.25*

SHORTY'S MULE
By George Franklin and William Moyers

Smoky didn't look like the other horses on Horsetrack Ranch. Shorty, one of his hands, discovered that Smoky was a mule—a mischievous, show-off, no-good mule. But Smoky proved himself a hero when the rustlers made off with the cattle.

Ages 6–10 *Houghton Mifflin Co.; $2.25*

THE MAGIC CURRANT BUN
By John Symonds

When Pierre, a little French boy, stole the currant bun from a bakery shop in Paris, little did he realize that he had a currant bun with magic properties. Pure fantasy, this has the broad type of obvious humor so appealing to children.

Ages 6–10 *J. B. Lippincott Co.; $2.00*

PUSS IN BOOTS
By Charles Perrault

Marcia Brown has drawn some excellent illustrations for her translation of this favorite fairy tale. Puss looks splendid indeed in this beautiful book, which is a fine introduction to fairy tales for children.

Ages 6–10 *Charles Scribner's Sons; $2.00*

RICHARD BROWN AND THE DRAGON
By Robert Bright

The author has retold an anecdote from Mark Twain's book, *A Tramp Abroad,* and illustrated it with delightful pictures. The tale begins, "In a beautiful kingdom, in a pleasant valley, lived a dreadful dragon." The hero invented a fire extinguisher to conquer the dragon, earning the title of Sir Richard Brown the Extinguisher.

Ages 6–10 *Doubleday & Co.; $2.00*

HOLIDAY STORYBOOK
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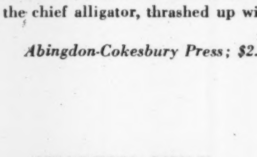
Material on holidays, especially for young children, is always in demand, and this fine collection is a welcome addition. There are stories of religious festivals, of patriotic events, and of family celebrations such as birthdays. The print is large and the stories easy to read.

Ages 6–10 *Thomas Y. Crowell Co.; $3.00*



by *Christine Gilbert*

Director of Curriculum and Public Relations, Public Schools, Manhasset, Long Island, New York

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THE CLEAN PIG

Written and illustrated by Leonard Weisgard

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Ages 4–7 *Charles Scribner's Sons; $2.00*

JENNY'S ADOPTED BROTHERS

Written and illustrated by Esther Averill

Those children who have eagerly followed the escapades of Jenny will love her new adventures with two homeless cat brothers, and how she adjusts to their inclusion in her family.

Ages 5–10 *Harper & Brothers; $1.50*

ELLE KARI

By Anna Riwkin-Brick and Elly Jannes

Lapland is the setting for this story of three-year-old Elle Kari and her life and her love for her dog. The book, translated from the Swedish, serves to show that while customs of countries may differ, children are essentially the same around the world.

Ages 6–10 *The Macmillan Co.; $2.00*

WHAT'S INSIDE OF ME? and WHAT'S INSIDE OF PLANTS?

By Herbert S. Zim

These books are the first of a series dealing with simple science subjects. The first book explains the human body. The second explains the different parts of plants and how they grow.

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By Jean Slaughter

An explanation through words and pictures of the fine points of riding, jumping, and schooling of horses, written for beginners and novice riders of any age. Even nonriders who love horses will pore over it eagerly.

Ages 8–16 *Alfred A. Knopf; $3.75*

THE WONDERFUL EGG

By G. Warren Schloat, Jr.

Teachers will be especially grateful for this book. In simple language and photographs, an explanation is given of where eggs come from, of how the chick gets in the egg, how it develops within the shell, and finally how it gets out of the egg.

Ages 6–10 *Charles Scribner's Sons; $2.25*

THUNDER OF THE GODS

By Dorothy Hosford

Norse legends have a vitality and simplicity which appeal to children, but too often they are unknown to young people today. These are stories of the adventures of the god Odin and his son Thor and of Balder and Loki, and of the wars between the gods and the giants—tales which will thrill all young people.

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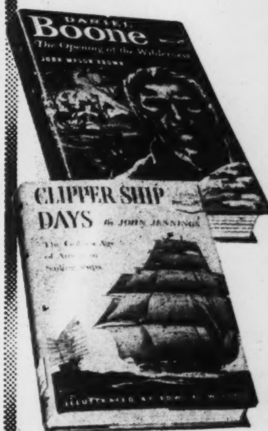

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Meet . . .
Marguerite de Angeli

MARY OWEN and I met her a few weeks ago, and what a delightful experience that was! The de Angelis' home is in Toms River, New Jersey, just a block from Barnegat Bay and in the vicinity used for the setting of Mrs. de Angeli's book, *Jared's Island.*

From the moment she came out of the house to greet us, we felt as much at home with her as though we had known her for a long time. John de Angeli came to greet us, too, and he also captured our affections with his gracious welcome.

Mrs. de Angeli is tall and very straight, with sandy hair that shows little evidence of her sixty-odd years. Her eyes are quiet and warm and she smiles frequently as she talks. In contrast, John de Angeli (she calls him Dai— short for Dailey, his middle name) is shorter and definitely jolly—"a well-balanced couple," the psychologists would say.

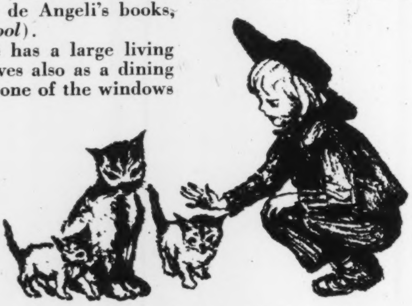
The de Angelis have five children, all of whom are married. Within five minutes' time we could see that being parents and grandparents was by far the biggest thing in their lives. The attractive Toms River cottage that John de Angeli had turned into a year-round house with the help of a retired sea captain is being offered for sale so that they can move closer to their three sons who are in business in Skippack, Pennsylvania (the locale of another of Mrs. de Angeli's books, *Skippack School*).

The cottage has a large living room that serves also as a dining room, and by one of the windows was Mrs. de Angeli's drawing table. Books, pencils, and sketch pads were piled up on the large window sill next to it. The de Angelis had originally intended that the loft over their garage would be her studio, but she was too far away from people and she just couldn't work. Now the loft serves as a guest apartment complete with Mrs. de Angeli's illustrations on the walls and a pleasant little porch out in front.

On her drawing board were some illustrations for a book of nursery rhymes which Doubleday and Company will publish some time in 1953. Mrs. de Angeli showed us many of the drawings she has already completed and this is an advance notice: you will find the book of nursery rhymes the most delightful that you have ever seen.

Near-by Barnegat Bay is famous for its crabs. Mrs. de Angeli had prepared deviled crab for lunch, which she served with fresh corn and sliced tomatoes from their own garden. Just before we ate, John took some deviled crab next door to their neighbor, Mrs. Harmon Robinson. During lunch Mrs. de Angeli explained that Mrs. Robinson's late husband was a cripple who had done expert cabinet making. He was her inspiration for Robin in *The Door in the Wall*, the book that won the 1949 Newbery award.

Later we asked what happened when she received the letter about the Newbery award. John de Angeli spoke up in a hurry: "We all had a good cry."



Yonie in *Henner's Lydia* (Doubleday)

Mrs. de Angeli said they were at their daughter Nina's home in Ohio when the letter came. She wondered who could have known her address. Inside was the exciting news that her book, *The Door in the Wall,* had been chosen as the most distinguished American contribution to children's literature for the year 1949.

Margaret Lesser, her editor at Doubleday, telephoned to Mrs. de Angeli almost immediately to warn her that the news must be kept in strict secrecy until the award was presented. Mrs. de Angeli was on her way to a meeting of librarians in Chicago. There many people approached her and asked if she had heard anything about the Newbery award. She had one stock answer that she always gave: "Oh, is it time for the Newbery medal again?"

Later she went to New York for the presentation, which took place in the office of Frederic Melcher, donor of the award. Mr. Melcher also presented to Leo Politi the Caldecott medal for the most distinguished American picture book for children for the year 1949.

During lunch Mrs. de Angeli told us of her love for children and of a little girl who often wrote to her and started the letters with "I love you." Later a friend came with two little boys, one six and the other three. We could well understand what Mrs. de Angeli meant as we watched her. Chris, the older, who has a natural flair for drawing, wanted some paper. Soon he brought his picture of a duck and dog to Mrs. de Angeli, and it was just as though none of the rest of us were there as she and Chris discussed his drawings.

John de Angeli told us that as a girl Marguerite was a contralto in a church choir and had the opportunity for an operatic career. She refused this offer and married in 1910. With no other instruction than tutoring by a neighbor, Mrs. de Angeli began to practice drawing and soon became well known as a children's illustrator.

It was not until 1934 that she decided she wanted to write, and a friend suggested that she go to see Margaret Lesser, who was then a new editor at Doubleday. This began a friendly relationship between publisher and author that is still very much in evidence.

Mrs. de Angeli's first books, the "Ted and Nina" Stories, were about her own children. Then, while living in Jenkintown, Pennsylvania, she decided she wished to do a book about the Amish people of Lancaster County. A doctor took her on his calls as he went to visit Amish families. Finally, she gained entrance into one of their homes by explaining that she wanted to do a book about them that she was sure they would like. That is the shibboleth by which Mrs. de Angeli has done all her writing about minority and foreign-born groups.

Mrs. de Angeli and some young admirers

Children who read *Henner's Lydia* or *Yonie Wondernose* no longer stare at these plain people with curiosity, but view them in a friendly manner as people with a real reason for their differences.

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Only when her husband told us did we learn of Mrs. de Angeli's appearances on television, and of schools that have dramatized her books. Lapeer, Michigan, where she was born, had a "de Angeli day" and this fall (*See next page*)

Here are Mrs. de Angeli and Leo Politi with Mr. Frederic G. Melcher, donor of the Newbery and Caldecott awards, which they received in 1950.

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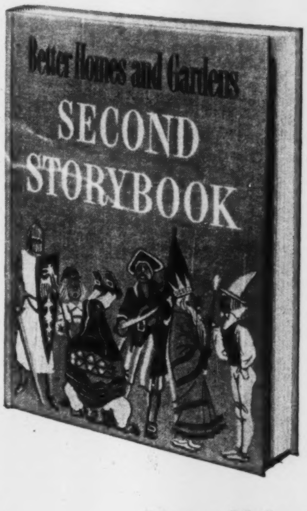

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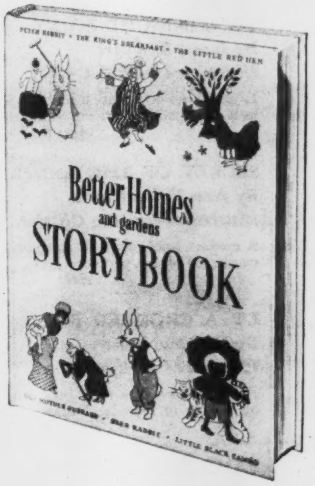
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the de Angelis are going to the University of Kansas, Lawrence, Kansas, to attend a dramatization of *The Door in the Wall.*

Mrs. de Angeli was more inclined to talk about her family—she mentioned John's talent as a violinist and talked of her youngest son, who works for International News Service. She spoke about a play at a near-by summer theater and explained that the leading actress resembled her daughter.

The Toms River area seemed so lovely to us that we inquired about a place to stay over the week end. Immediately Mrs. de Angeli said that they were going to Philadelphia and insisted that we stay at their home. Our arguments were weak and it took little persuasion to assure us that we were welcome. A half-hour later we stood at the de Angelis' doorway and waved them out of the driveway. Then we sat on their terrace and read some de Angeli books—I reread *Bright April,* the story of a little colored girl and the problems she faced in a world dominated by white people. It's a wonderful story, one that colored children like as well as their white friends.

Mrs. de Angeli had told us that she thought you had to live in a house to feel the real characteristics of the people. That was what happened to us. The next morning we began to pore over a huge scrapbook of clippings and letters that Miss Lesser had presented to Mrs. de Angeli at the time of her Newbery award. Many of the letters had come following a trip to the west coast and they contained phrases descriptive of people's reactions to her warm sincere personality. "The people fluttered around her like birds," or "the meeting was at an odd hour in an out-of-the-way place but the room was crowded."

There were many pictures of Mrs. de Angeli and letters from children—one having carefully pressed flowers attached. Newspaper reviews, press releases, and clippings galore were included—but as we read, we began to feel a little smug, for we decided the writers didn't know a bit more about the de Angelis than we, who were having the joy of living right in their own home.

All too soon came the next day and time to leave. Regretfully we shut the door of the de Angeli cottage, backed our car from the driveway, and headed toward Philadelphia. But we brought away with us the pleasantest memories of a visit which we are now sharing with you. E.F.N.

"My Teacher Read to Me"

JULIA L. SAUER

Head, Department of Work with Children,
Rochester Public Library, Rochester, New York

This well-known librarian and author has a keen sense of responsibility for children's literary welfare. You may not entirely agree with her but her points are certainly worth considering.

When William Faulkner accepted the Nobel award he said, in part, that "the old verities and truths of the heart" are the source material for all good writing. Surely these are as essential in books for children as in those for adults. There is nothing intrinsically adult about "love and honor and pity and pride and compassion and sacrifice." These are such stuff as character is made of, and the seeds of character are planted early; the roots that go down deep in childhood experiences and impressions yield the finest harvest.

There is no reason why children as they read should not have their hearts stirred with pity and compassion, learn of love and honor, swell with pride, and rise, in their dreams at least, to heights of heroism and sacrifice. There must always be a place on our shelves for books with these qualities.

Even the reading child is still a child. He is not yet truly conscious of his wants and if he is asked what kind of book he likes he must answer in terms of what he has already had or heard about. A girl may tell you shyly that she would like a "sad story." She may, of course, merely want a good cry; she may also want something which only a book like *Amos Fortune* can supply.

A child is rarely articulate if his wants spring from some deep need. He does not know what he yearns for and if he did he would probably not have the vocabulary with which to express it. The more commonplace his wants, the easier it is for him to be specific, as in the case of one small boy who had asked for a funny book. After he had rejected everything offered him the librarian finally asked in desperation, "Tell me, what do *you* think is funny?" and he replied promptly, "A clown with his pants on fire." His answer was unquestionably revealing but it indicated no burning need for more books about clowns in similar situations.

It is now common practice to question children as to what they want in the books they read, what they like, or what appeals. There are panels of "experts," groups of child reviewers, awards for the most popular juvenile books. In a library, informal and casual questioning is the oldest and safest technique in helping a child. When you discover to what he has responded, you have a clue to work on. But no worthy children's librarian is ever content to put into a young patron's hands a book merely as good as one he has liked. If he has enjoyed a trivial steppingstone book she tries to find something with similar content and quality but with a shade more depth and purpose.

The children's panels and all other techniques now so much in the book news serve some very real purposes. They cause children to think and (*See next page*)

From The Light at Tern Rock (Viking)
By Julia L. Sauer

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to become articulate and they afford an opportunity for self-expression.

But there is a growing tendency to attach fantastic importance to children's opinions; to let them become a dominant factor in the book selection and book buying of some libraries, both school and public; and even to influence publishers and the authors behind them.

There is nothing in the world more difficult for an adult than to listen to a child's enthusiastic endorsement of a mediocre book and treat his opinions seriously, but at the same time make it quite clear that he does not agree and why. It takes experience, a knowledge and appreciation of children's literature, and a militant sense of values for a teacher or librarian to draw children out in a way that will reveal their true tastes.

Children must be listened to and their ideas respected, but we are leaning over backward in our listening if we allow ourselves to be *guided* by them against our better judgment. Do we believe in our hearts that some of these youngsters who see cheap movies, read comics, and indiscriminately watch television programs, really know better than we do what a good book is? Is it praiseworthy humility when we mark some title that has stood up over the years "Not to be duplicated" because the children no longer read it? Or is it a kind of defeatism and weariness? Do we, possibly, owe a special effort both to the book and to the children to give them some insight into the worth of that piece of literature?

When some psychologist is quoted as favoring the comics, finding in them the outlet of the modern child's needs, and so on, and so on, it is very tempting to stop fighting. Again, is it humility or spiritual cowardice that persuades us that he is right and we are wrong? After all, some of us have *read* the comics—one after another from cover to cover. By direct contact our vocabulary has been personally enriched so that now *we* know a "lush" as well as a "heist," a "snatch," a "flame stool." We, too, can spell with Bugs Bunny such words as *cawwots, stolded, piskals.* Are we any the better for it? This is the literature that hundreds of children are reading. Do we need to agree when we are told that the children like it, and that consequently it must serve a need in the development of the modern child?

To what is all this leading? To just one thought. There are hundreds of good books on library shelves; some are as new as yesterday and some have stood the test of years. Each one is individual. Their authors were not listening for young reviewers to voice their demands; they were not studying "trends." They were far too busy thinking out what they had to *give*, wondering if it was strong enough, good enough, to meet the test. They were not trying to reach masses of children. In fact, some of them had only one child in mind, or two—like Lewis Carroll, or Kenneth Grahame, or Hugh Lofting. Each "gave of his heart's best for he gave to a child." Even so, neither *Alice* nor *The Wind in the Willows* nor *Dr. Dolittle* has done too badly with children in general. It is books of such quality that we want children to know.

From **The Light at Tern Rock** (Viking)

Teacher and librarian working together make a magnificent team to this end. If the parent can be drawn in, too, the combination is invincible. No teacher should hesitate to ask the librarian to suggest superior books that she could use with her class, and it is the wise librarian who will know when to suggest *Gozo's Wonderful Kite, The Tangled Web, The Secret of the Andes.*

In my city there is a fifth-grade teacher who is an ex-policeman. His pupils are regular library borrowers and he always takes two or three books "for himself." It is those books, which he talks about and reads aloud from, that achieve the very highest popularity in his class. He didn't acquire his appreciation of literature by reading the *Police Gazette,* but he *did* get to know delinquent children in his former work, and he now is using books constructively and positively.

Did you ever have a teacher who read to you? Can you remember the little jump your heart gave when, about fifteen minutes before closing time, she picked up the book on her desk and began to read? She had stopped yesterday when the bell rang. And today when it rang you knew the same little moan of disappointment would breathe over the room.

But that book! *You* had never heard of it until your teacher brought it to school. And when she finished it you didn't discuss it. You knew and your teacher knew that the author had said all there was to be said. But your teacher had *known* that book. She knew that in it there was everything you needed to grow on—"love and honor and pity and pride and compassion and sacrifice." And she must have known *you*, too. She had faith in you, and believed that the best was none too good for you.

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Making Friends WITH BOOKS

A Report of a
Book Carnival by
Dorothy A. Palmer

Teacher-Librarian,
Booker T. Washington School,
Newport News, Virginia

The members of our library committee and each member of the school faculty have demonstrated, not only throughout National Book Week but all during the school year, that appreciation of good literature and enjoyment of good literature go hand in hand; as appreciation increases, so does enjoyment. They are fully aware that a child's taste for good literature will not grow unless it is deliberately stimulated and guided. National Book Week furnishes a splendid opportunity to create and select content that is of immediate interest to children, and thus to stimulate and guide them in developing an appreciation of good literature.

At the beginning of the school year, library chairmen for the various groups were selected. Each chairman guided her respective grade teachers in the selection of new books for the library. After a carefully planned, concerted effort on the part of every teacher to stress Book Week, the Book Carnival evolved. Some of the most satisfactory grade displays are described below.

First Grades—

An exhibit entitled "Make Friends with Mother Goose" emphasized the fact that small children live in a world of fancy. Mother Goose rhymes fit this scheme of make-believe for them and help them in their efforts to get acquainted with the mysterious world in which they live.

In keeping with these ideas, interest was centered on nine rhymes that were favorites of the majority of the children: "There Was an Old Woman," "Peter, Peter, Pumpkin-Eater," "Little Boy Blue," "Little Bopeep," "Little Miss Muffett," "Mary, Mary, Quite Contrary," "The Cat and the Fiddle," "Humpty Dumpty," and "Three Wise Men of Gotham." A sand-table arrangement interpreted these rhymes in a very unusual way. The art materials used included clay, crepe paper, autumn leaves, parts of branches, and construction paper.

Fourth and Fifth Grades—

A miniature library with miniature readers called the observer's attention to the statement: "Our library is a chest of knowledge; use it often." Also displayed were the many books that fifth-graders had enjoyed during the year. A colorful drawing of well-stocked library shelves formed the background for this arrangement.

Sixth and Seventh Grades—

There was such a demand for books about dogs in these grades that the members of the art department, with the assistance of the librarian, created the "National Dog Show." The plan called for a grandstand, spectators, dog-show officials, the thoroughbreds, and a fence in the background. The book jackets, of course, advertised books about dogs.

"The Horse Race" was the prominent feature around the entrance to the school library. The horses included Smoky, Scorpion, Black Beauty, The Magic Horse, The Black Stallion, Sierra Sally, Mustang, and Blaze.

Another library feature included book jackets advertising books which have received the Newbery award for best contributions to children's literature.

On all the school landings displays were used which would help pupils to develop a deeper appreciation for various kinds of books. The north landing stressed books about peoples of other lands, emphasizing the need for a united world. The books exhibited were about the sixty member nations of the United Nations Organization. The south landing emphasized the importance of reading the fairy tales of other nations; the east landing stressed books about people one should know.

Throughout the school, the pupils were interested in National Book Week. Activities included discussion of how (*See next page*)

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Five delightful stories about animals and their families — the home life of the beaver, monkey, eagle, polar bear and mouse. An informative book which contains some of Miss Hogan's best animal pictures. Ages 4-7 $2.75

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4 Manty, the Mantis

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5 The Crusade and the Cup

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An extraordinarily lovely miracle story of twin brothers who seek the Holy Grail in the Crusade of Richard the Lion-Hearted. Ages 11-14 $2.50

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By HELEN WEISSENSTEIN. *Illustrated by* KURT WERTH. How John learned about the fascinating "Royal Game" from two young enthusiasts. A lively, amusing story and a first-class introduction to the game. $2.75

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By WALTER C. FABELL. *Illustrated by* FLAVIA GAG. "How a bird, an animal, an insect or a plant came first in inventing . . . everyday devices . . . Amusing for children of wide age-range."—*The Horn Book Magazine.* $2.00

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A Story of the Northwest Indians Before the Coming of the White Men.
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By SYLVIA S. GREENBERG *and* EDITH L. RASKIN. "A fine, comprehensive handbook concerned with small pets which can be cared for in almost any home. Highly recommended."—*Library Journal.* $3.00

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to care for books, how to use the library, books you should know, and how the books are classified.

Guessing various characters in riddles contributed to the fun created by reading. The following are some examples.

1. I'm a fat little Indian girl. My playmate's name is Dotsay. We went on many adventures. I like best the one about the hungry dog. Who am I? (Nahwee)

2. I climbed high into the sky. I found a house full of treasures. A large man owned them. I outwitted him and ran home with some of them. One day I killed the big man. Then Mother and I were rich. Who am I? (Jack and the Beanstalk)

3. I was a poor boy. I worked hard for a mean cook. I sent my pet on a ship to a faraway land. She brought back much money for me. I became mayor of a great city. Who am I? (Dick Whittington)

Charts were made to show that books are our friends.

1. Friends give us fun.
   Books give us fun.
2. Friends take us on trips.
   Books take us on trips.
3. Friends help us make more friends.
   Books help us make friends.

Poetry corners appeared after the pupils of the sixth- and seventh-grade English classes had read and enjoyed good poetry. Original poems were posted on bulletin boards. In the upper-grade classes, the National Education Week slogan was correlated with the idea that "A good citizen reads good literature." In the art classes, original posters were drawn. Dramatizations also developed from the pupils' desire to illustrate books which they had read.

In some rooms the children wanted to develop their own stories. In such instances, the spelling and language periods were combined. Examples of these (from a fifth-grade class) follow.

"I like to go to our library. Our library has different kinds of books. The class went to the library on Friday. We selected different types of books to read. The title of the book I have is *Farm and City.* The authors are Lucy Sprague and Margaret Brown. The book was published by the Bank Street School, New York."

"I like to select books from our library to read. I have read about Hilda Peter and Aunt Jane at Red Hill. I like to read books from the library."

"When we go to our library, we should be very quiet. We go to the library on Fridays to get books. The name of my book I am reading now is *Little Wind.* It was written by Dorothy Lothrop Brown."

"In our library, there are different kinds of books. When I went to the library Friday, I selected a book called *Our Country.* Every Friday we go to the library. You should be quiet in there because there are others selecting books to read, too."

"When we go to our library we should be quiet. We should get the books we want, let Miss Palmer stamp them for us, and walk quietly out to our room. I always select the subject 'Dancing' because I like to dance. Sometimes I get a Negro book, but I am always very quiet."

During the week, all of the classes in the school made a tour of the building where the book jackets and the displays were arranged. The pupils were so jubilant and so excited about books after such a trip that the classroom teachers allowed many to come to the library before their regular periods. Finally, upper-grade groups visited Hampton Institute and Phenix School libraries. On their return to our school, they showed a renewed or awakened interest in books.

Without the united efforts of all the teachers such a successful observance of National Book Week would not have unfolded in our school. At Booker T. Washington Elementary School we believe that "In union there is strength." What a help it is to the teachers and what a satisfaction to the children when primary and elementary pupils begin making use of good books to learn new things, to read new types of books, to satisfy a variety of dormant interests, and to satisfy their thirst for enduring book friendships!

10 Books I'd Choose from the Past 5 Years

Anne Thaxter Eaton

Lecturer and Reviewer of Children's Books

Blueberries for Sal, Robert McCloskey *(Viking)*
Daughter of the Mountains, Louise Rankin *(Viking)*
Dick Whittington and His Cat, Marcia Brown *(Scribner)*
An Inheritance of Poetry, Adshead and Duff *(Houghton)*
Little Houses Far Away, Pamela Bianco *(Oxford)*
Looking-for-Something, Ann Clark *(Viking)*
The Marble Fountain, Valenti Angelo *(Viking)*
Miss Pickerel Goes to Mars, Ellen MacGregor *(McGraw-Hill)*
My Father's Dragon, Ruth Stiles Gannett *(Random House)*
The Story of Appleby Capple, Anne Parrish *(Harper)*

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Use of *The Rainbow Dictionary* (World, $3.95), the finest children's dictionary ever published, can now be enhanced with this supplementary inexpensive activity book, featuring games, puzzles, etc., for youngsters in the lower grades. There are 64 pages of pencil word-and-picture fun inside its stiff, full-color cover. Ages 4-10. 75c

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Fun With Mathematics

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Mathematical surprises, tricks, things to do and interesting problems to delight and astound all youngsters. Here are simple, easy-to-understand methods of telling the height of a tree or house without measuring; amazing magic squares that work upside-down, backwards and in the mirror; and basic introductions to trigonometry, logarithms, and even calculus. Ages 11-16. $2.75

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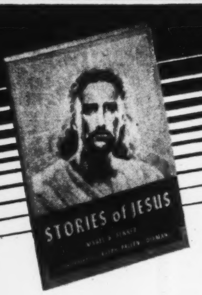

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Illustrated by Henrietta J. Moon. The author of *Susan's Year* writes a heart-warming story of a magical December, when two children visit Texas and discover a wealth of Christmas traditions and lore of the pioneer past. 144 pages. Ages 8-12. 5½ x 8⅛. $2.50

ALFRED AND THE SAINT

By PRISCILLA D. WILLIS

Illustrated by Carl Kidwell. An unusual and touching story of hunt meets, steeplechases and how a mute boy saves the life of a beloved horse to ride him to victory. About 192 pages. Ages 12-16. 5½ x 8⅛. $2.50

SUN EAGLE

By GERALDINE WYATT

Decorations by Carl Kidwell. A white boy, captured and raised as an Indian, joins Jesse Chisholm on the trail in an exciting adventure of the early West, by the author of *Buffalo Gold.* 172 pages. Ages 10-14. 5½ x 8⅛. $2.50

RIM-ROCKED

By E. D. MYGATT

Decorations by Peter Andrews. Plenty of excitement and problems face the 3 boys who start to run a ranch in Wyoming; but through their working partnership each boy discovers that the ranch offers a special opportunity to him. 215 pages. Ages 12-16. 5½ x 8⅛. $2.50

SOUTHPAW FLY HAWK

By ADDISON RAND

Decorations by William B. Ricketts. An unusually good baseball story about a young southpaw who starts to the top rather impetuously, and gets his chance at the big leagues when he realizes the importance of team work and character. 183 pages. Ages 10-14. 5½ x 8⅛. $2.25

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So! Our Library Is in the Hall

C. Emerson Homet

Principal, Columbian School, Hornell, New York

For many years our school had no library—in fact, there was no room available for one. The three hundred library books that we had were kept in the various classrooms. Three years ago, one of our teachers asked to be allowed to start a central library. She had completed the requirements for a librarian's certificate and wanted the experience of starting a library. Needless to say, we were more than pleased and everyone was willing to cooperate in the venture in every way possible.

Where?

Our first problem was where to put the library. When the building was designed, there had been no attempt made to provide room for a library. All available space was being used. Fortunately, there was an unusually large hall which contained a number of bookshelves. With these as a nucleus, we built additional bookshelves, bulletin boards, and display tables. These were made by the school's buildings and grounds department.

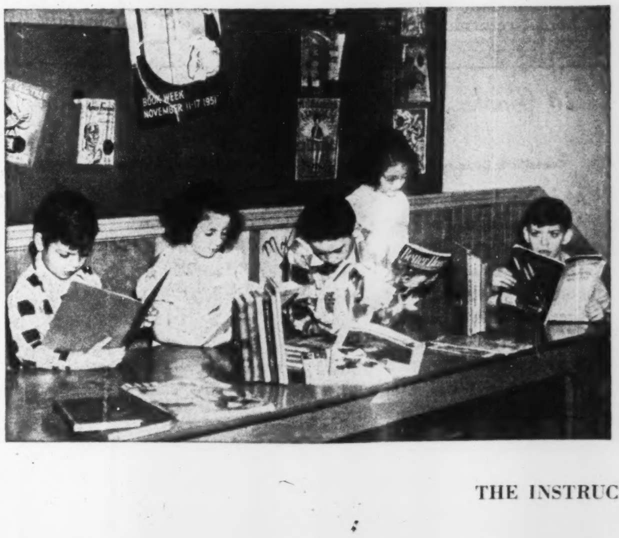
How?

To start a central library required many more books than we then possessed. An appeal to pupils and their parents brought in many books, most of which were suitable. Funds from the Board of Education and a grant from our school P.T.A., together with an anonymous gift, gave us a good start. Today we have nearly 1500 volumes. In addition to fiction, nonfiction, and reference books, we subscribe to eighteen magazines. This list varies from year to year, depending on the circulation. If a magazine is used extensively one year, it is reordered for the following year.

Who?

We then had the space for our library and the necessary books and magazines. Our next problem was to get our pupils to use the library.

Library instruction is given in all grades. The librarian's regular class dismisses at 2:30, and the time between 2:30 and 3:30 is used for library (*See next page*)



NEW *Little, Brown Books for boys and girls*

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Written and illustrated by **LUDWIG BEMELMANS.** Delightful fantasy, a little sadness and wonderfully happy humor — these are the qualities that Bemelmans combines so skillfully. Destined to be a really *favorite* book is this story of Winthrop, the mark-down Easter bunny who made the world a happy place for his friends, the frogs of Central Park and the elephant who loved to dance. Ages 8 up. $2.50

Kathleen Visits the Fair

By **F. BEVERLY KELLEY.** Photographs by GORDON KUSTER. "The familiar aspects are all here —the animals, the Ferris wheel, the cotton candy; the looks and the smells . . . a bit of true Americana repeated in every section of the country."—Elizabeth Yates, *Christian Science Monitor.* Ages 6-9. $1.75

The Yellow Cat Mystery

By **ELLERY QUEEN, JR.,** author of *The Brown Fox Mystery,* etc. The young super-sleuth Djuna is at his best in this suspense-filled story of a couple of boys, a couple of criminals, a mysterious yellow cat, and some pretty strange doings on the Florida coastline. Ages 10-12. $2.50

Pamela and the Blue Mare

By **ALICE O'CONNELL.** Drawings by PAUL BROWN. "Most girls under twelve would be thrilled to have such a life as was Pam's in this story. The author's aim was that young readers should come to a better understanding of what goes into the making of a good horse . . . Few if any American story books have carried out this aim so well."—Louise S. Bechtel, *N. Y. Herald Tribune.* Ages 10-12. $2.50

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By **ADELE and CATEAU DeLEEUW.** Illustrated by ROBERT HENNEBERGER. A blend of monkey-shines and boy imagination that is "gay, unusual and completely delightful."—*N. Y. Times Book Review.* Ages 7-11. $2.50

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By **MARJORIE HAYES.** Illustrated by ADOLPH TREIDLER. Lots of fun and exciting adventures in a new story about the boys and girls of *Robin on the River.* Ages 7-11. $2.75

Far and Few

Rhymes of the Never Was and Always Is

By **DAVID McCORD.** Illustrated by HENRY B. KANE. Of the sixty-odd poems in this happy-hearted collection, some bring chuckles, others sing with a rhythm that pleases even the youngest reader. All are fun to hear and say, for they reflect a child's instinctive interest in nature and his sense of sound and color. Ages 8-12. $2.50

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Edited and with photographs by *Walter Chandoha.* A treasury of fact, fiction and legend for all cat lovers, with more than 100 photographs of cats in action and repose. $3.00

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Written and illustrated in color by *Roger Duvoisin.* Here's that elegant, much-loved goose again in a gay new Christmas story. Ages 4-8. $2.00

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Written and illustrated in color by *Winifred Bromhall.* Who ever heard of a chipmunk that went to church? How he got there and what happened make this a delightful story for the youngest reader. Ages 4-8. $2.00

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By *Colonel S. P. Meek.* An exciting new dog story with an unusual background of hunting and game conservation. Ages 12-16. $3.00

FREDDY THE PILOT

By *Walter R. Brooks.* Illustrated by *Kurt Wiese.* Freddy, the fabulous pig, takes to the air in an unparalleled saga of the ozone. Ages 8-12. $3.00

KRISTIE'S BUTTERCUP

Written and illustrated in color by *Emma L. Brock.* A delightful new Minnesota farm story told with all the warmth and humor that distinguished *Here Comes Kristie* and *Kristie and the Colt.* Ages 8-12. $2.50

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Written and illustrated by *Roger Lewis.*

MAGIC
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Publisher

The kindergarten pupils enjoy hearing a story from a library book. On one of the landings, a library table attracts many children during free periods.

instruction and for the first- and second-grade pupils to draw out books.

Kindergarten pupils have their library period at the convenience of their teacher. Even kindergarten pupils take home books of their own choice. If they select their own books, they are much more apt to insist that their parents read them aloud. Teachers of kindergarten and the first and second grades have complete charge of signing out the books that their pupils choose. They often offer suggestions and guide the choice of books.

Pupils in grades three to six draw books directly without their room teacher's being present. Before the morning and afternoon sessions, books are signed out and returned by each pupil. The card catalogue is used often to find a desired book.

Many times the question of the safety of the books has arisen. Having the library in the hall meant that it was absolutely impossible to keep out pupils when teachers were not around. We are proud to say that we have experienced no loss from vandalism or from having books taken without being checked out.

Even with the help of the teachers, however, the librarian would be overtaxed with the volume of work were it not for student help. We have an enthusiastic library club. The duties of the members include helping to sign out books, returning books to the shelves, dusting, pasting date-due slips and book pockets in the backs of books, and so on.

And so

Teachers of upper grades have been most enthusiastic in utilizing the library for special projects. At almost any time during the year there are classes starting a unit, in the midst of one, or finishing one. In every case, the library has become the principal source of reference materials. The proof of the usefulness of the library rests in the circulation figures. Even though we have the city library within two blocks of our building—a library which our pupils use widely—we have circulated somewhat over one book per pupil per week since the library was started. This figure includes the kindergarten and the special class, pupils who are usually not heavy readers.

A unique feature of the library is the correlation of library books with our basic reading series. A pupil may draw a book knowing it will have the same reading interest and difficulty as the basic reader which he is using in class. The Cadmus Publishing Company has devised these lists. We use their idea and it seems to work satisfactorily.

In two years our library has accomplished much. With the continued co-operation of our faculty, pupil help, and librarian, we are looking forward to its further growth and usefulness.

10 Books I'd Choose from the Past 5 Years

Bernice E. Leary

Consultant, Department of Curriculum, Madison Public Schools, Madison, Wisconsin

Abraham Lincoln, Genevieve Foster *(Scribner)*
Amos Fortune, Free Man, Elizabeth Yates *(Aladdin)*
Better Known as Johnny Appleseed, Mabel Leigh Hunt *(Lippincott)*
The Big Snow, Berta and Elmer Hader *(Macmillan)*
Blueberries for Sal, Robert McCloskey *(Viking)*
Cowboy Small, Lois Lenski *(Oxford)*
The Egg Tree, Katherine Milhous *(Scribner)*
First Book of Stones, Maribelle Cormack *(Watts)*
King of the Wind, Marguerite Henry *(Rand McNally)*
Riding the Rails, Elizabeth Olds *(Houghton)*

Literature for Youth

half pint

By JEANNE WILSON

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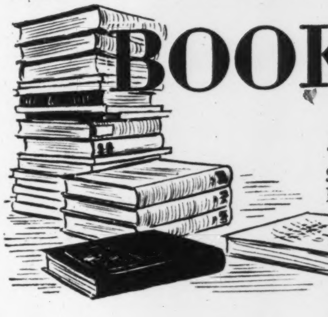
We Had a BOOK FAIR



James L. Creasy

Superintendent of Schools,
Berkeley County, West Virginia

As one of its school and community projects for the 1950-1951 school term, the Education Association of Berkeley County, West Virginia, sponsored a Book Fair. More than three thousand volumes, supplied by the major book companies, were exhibited for public inspection.

The project, held in one of the large rooms in the School Administration Building at Martinsburg, lasted about a month. During that time, hundreds of pupils, teachers, patrons, and interested citizens visited the Book Fair. All expressed amazement at the rich variety of reading material available for boys and girls today. The local mayor came just to visit the fair and ended by staying to read the books. Representatives from many other school systems came to visit the Book Fair. They inquired about the details of the arrangements, with the idea of promoting one in their own school systems the following year. As a matter of fact, the Book Fair met with such widespread approval that the Association enthusiastically decided to continue it on a yearly basis.

Recommendations

The Reading Committee who had processed the books for the display made some recommendations designed to lessen the task of preparation and to make it easier for teachers and pupils to select, at the fair, books for individual and school libraries.

One recommendation was to reduce the number of volumes to approximately one thousand of the most desirable books. The Committee also recommended that the books be secured from a book jobber rather than from so many different companies. This would reduce the amount of paper work necessary in checking the books when received and minimize the work of returning the ones not selected. The Committee made it clear that ordering all books through a jobber would simplify the work of the financial department because each teacher would have to make out only one order instead of six or eight as was the case when books had been ordered directly from the individual publishers.

During the school term of 1951-52, the recommendations of the original Reading Committee were carried out. Just a few more than a thousand carefully selected books were displayed.

Organizing the Fair

The main steps in organizing and promoting the Book Fair were as follows.

1. The Reading Committee, appointed by the County Education Association, first held a planning meeting for the purpose of making general arrangements and forming policies.

2. At the request of the Committee, a representative from the County Superintendent's Office made arrangements with a book jobber who could supply books for the display and would fill orders at 33⅓ per cent discount, packaged and

(*See next page*)

The First 220,000,000 Golden Books

A report to schools and libraries on the most popular line of children's books ever published in America

At the A.L.A. convention a friend of ours said he thought Golden Books are doing a tremendous job in giving children the reading habit in the face of all the anti-reading forces in modern life.

Certainly, in the ten years since they were launched, Golden Books have revolutionized the children's book field. With sales to date of more than 220,000,000 copies, they are by far the most successful line of juveniles ever published in this country. Why this success? The stories are by first rank authors, including Dorothy Kunhardt, Lucy Sprague Mitchell, Margaret Wise Brown. The full color pictures are the work of leading artists such as Tenggren, Rojankovsky, Garth Williams. Large scale production has made it possible to sell these beautifully printed books at unprecedented low prices. Parents and educators have praised Golden Books in thousands of letters to the publishers. But it is the children themselves, reaching for each new title as it appears, who have made the series successful.

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labeled for the school and teacher submitting the order.

3. When the display books were received, the Committee opened them and carefully checked them against the invoice provided by the company.

4. The Committee then divided the books into groups. Those for the first three grades were displayed together. There was a display of books for grades four to six, and one for grades seven and eight. Books for the junior-high school and senior-high school were also displayed.

5. When all details had been arranged, the committee held opening night, which was attended by the Mayor of Martinsburg and other civic leaders, who took part in the program. The general public was invited and attendance was good.

6. Wide publicity was given the Book Fair by the newspapers, the radio station, and by local organizations, particularly Parent-Teacher Associations.

7. Teachers of the Berkeley County School System were given dates on which they could visit the Book Fair with their pupils for the purpose of making selections for their libraries. Order-blank forms were supplied by the book jobber for use by the teachers. The county board approved a budget of one dollar per pupil for all elementary libraries.

8. After the selections were made, books not chosen by any teacher were packaged and returned to the jobber. Orders not filled from the books on display were forwarded to the jobber for future delivery.

The 1951-52 Reading Committee showed the same professional spirit of helpfulness that made the first Book Fair a success. It worked many hours after school and spent several evenings preparing the display and making the room attractive. Much credit is due the County Education Association for the cheerful spirit of co-operation shown by its members, who willingly worked many hours beyond those which are expected for regular classroom activities.

One editor of a local paper wrote an editorial on the Book Fair in which he said, in part: "If you have been confining your reading to fiction or to the magazines and have been skipping the school material, you will have a revelation when you look into the current material. It will be revealing both as to content and as to manner of presentation. Fundamentally the students are being taught, as these books demonstrate, the facts of science and literature and mathematics and history. But they are being presented in a much more quickening form than the earlier standard books. The eye will be caught and the attention held by the sprightliness, the color, and the provocative presentation of the material."

The Book Fair has proved to be an excellent public-relations activity. It also serves a real educational purpose by giving pupils and teachers a chance to choose reading material which is both suitable and attractive. Blind selection of books is reduced to a minimum.

EDITORIAL NOTE: In West Virginia, all the schools in a county are part of one school system. Even city schools are a part of the school system of the county in which the city is located. This Book Fair was held in Martinsburg, the largest city in the county, but it took in every school in the system.

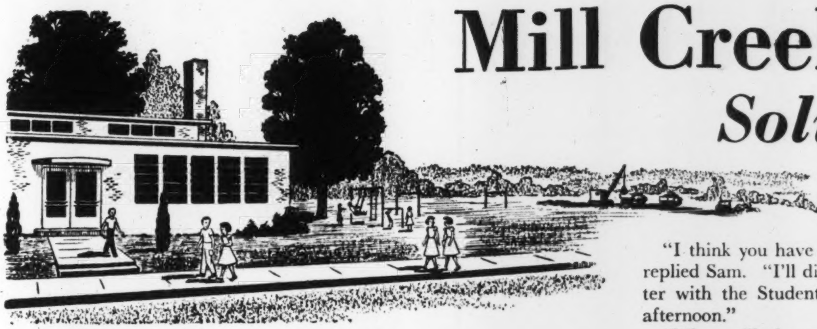
10 Books I'd Choose from the Past 5 Years

Margaret de Noriega

Assistant Division Chief, Central Children's Room, Brooklyn Public Library

All-Of-A-Kind Family, Sydney Taylor *(Wilcox and Follett)*
The Apple and the Arrow, Mary and Conrad Buff *(Houghton)*
Dick Whittington and His Cat, Marcia Brown *(Scribner)*
Edward, Hoppy and Joe, Robert Lawson *(Knopf)*
If I Ran the Zoo, Theodor Geisel (Dr. Seuss) *(Random House)*
King of the Wind, Marguerite Henry *(Rand McNally)*
Little Leo, Leo Politi *(Scribner)*
Little Wild Horse, Hetty Burlingame Beatty *(Houghton)*
Minn of the Mississippi, Holling Clancy Holling *(Houghton)*
One Morning in Maine, Robert McCloskey *(Viking)*

Mill Creek School
Solves a Problem



WHEN Sam Slater returned to Mill Creek for the new term, he was greeted by the head janitor.

"Things are in a sorry state," said Mr. Prevost. "When the state decided to cut the new road through here it didn't stop to think what it was going to do to us."

"Everything does look pretty dusty," Sam admitted.

"And that's not all," added Mr. Prevost. "How are the little tots going to get to school safely with construction trucks rumbling by?"

Sam laughed. "We'll work out a way to compete with the new road," he said as he went into the building.

As Sam raised the shades in his office, he looked out over the new construction. Many of the townspeople objected to the new road. It cut through some valuable properties. Many parents thought it was passing too close to the school and business men were bitter because through traffic would by-pass the main street.

Later that morning, the superintendent, Dr. Weidemeyer, called. Some parents were objecting to sending their children to Mill Creek School because of the construction.

The Faculty Meeting

The next day Sam greeted his faculty. Mark Aspenwall, the popular eighth-grade teacher, arrived first. Sarah Prosser, who taught fourth grade, brought with her Fred Wilcox, the new third-grade teacher. Ted Smithers came loaded with three used microscopes he had bought for the seventh-graders. Frieda Donnelly, who taught fifth grade, arrived with The World Book Encyclopedia she had borrowed to use in the Girl Scout Day Camp. Julia Brown, who taught sixth grade, brought a notebook of ideas she had worked out at summer school. Following her were Marjorie Hassman and Esther Creasy, who taught first and second grades.

Everyone groaned at the dusty playground and rumble of highway equipment behind them. Sam grinned. "I know exactly how you feel," he said. "But remember the townspeople feel even worse than you. The question is, 'What are we going to do to meet the problems created by the new road?'"

The teachers discussed the safety hazards, the local antagonism, the distraction bound to occur in their children's work, and the dirt and disturbance from the construction. "Now for an answer," said Sam.

"I have one," replied energetic Julia Brown. "At our summer school workshop in elementary education we discussed the value of an all-school learning activity. A school profits by having at least one time in the year when every class is working on a different phase of the same problem. I can't think of a better one than the new road."

"You mean we should all start in September and study that dirty road out there?" asked Frieda.

"Yes," replied Julia, "there is some part of it that concerns every boy and girl in this school, and some phase that fits into their social studies and science program."

"I'm with you on that," replied Ted Smithers, "but how can we decide what each class should study?"

"Last spring, we decided that we could have a stronger opening of school if the Student Council was selected in the spring," suggested Mark.

"Yes," replied Sam. "I am meeting with the group this afternoon."

"There's the answer," replied Mark. "If we're having a real problem-solving situation, the problem has to come from the children."

"I think you have a good idea," replied Sam. "I'll discuss the matter with the Student Council this afternoon."

"What will the primary grades do?" asked Esther Creasy.

Fred Wilcox, the new teacher, smiled. "Where schools are engaged in such a project, the primary grades are usually not considered a part of it. But I am not ready to say that they will not be in on this project in some form." He turned to Sam Slater. "I think that we primary teachers can talk among ourselves and decide what we want to do in relation to the activity."

The Student Council Meeting

That afternoon Mr. Slater met with the Student Council. Ed Thompson and Bill Hopkins were already complaining about their corner of the football field that had been cut off by the road.

Jack Albanese, the president, called the meeting to order. After the usual business was completed, Sam Slater began with his proposal.

"Each year," he said, "Mill Creek School does a lot of things together. We have Safety Patrol, a school paper, and an orchestra that includes boys and girls from every grade.

"We've done a fine job of playing in the past. What would you think of the upper grades' studying together?"

"You mean all the grades would be learning the same things?" asked Janice Field incredulously.

"No," replied Mr. Slater, "they would be studying different phases of the same problem."

"I think it would be a good idea," said Clark Peters. "We could have exhibits, an assembly program, devote an issue of the school paper to it, and carry on other projects."

"That's exactly what we teachers had in mind," said Mr. Slater. "Now the all-school topic is the question. What is the biggest problem confronting us at present?"

"That road out there," replied Ed Thompson disgustedly.

"Yes," said Jack Albanese, "we'll need more safety patrolmen, too."

"And all the noise and the dirt it's making, too," added Janice.

"But the road isn't anything for us to study in school," said Betty Blake.

"Are you sure?" Mr. Slater inquired. "Everyone I talk to, from Mr. Prevost to you people, is complaining about the road."

"Where would we get the materials for such a study?" asked Ed.

"I haven't checked," replied Mr. Slater, "but I would think you'd get them in The World Book."

Bill Hopkins looked toward Sam. "The World Book is up-to-date and we have the latest editions, but that road isn't even built yet. How would there be anything about it in The World Book?"

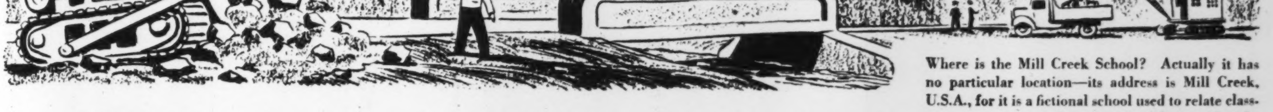
"I think it's there," replied Mr. Slater. The council members still looked unconvinced. "Well," he said, "as the principal of this school, it's my job to see that you have adequate research material. I want you to go back and talk to your teachers. It will be up to each class to discuss which phase of the road it wants to study. If at any time you have inadequate materials, I will see what we can do about it. Is that fair enough?"

"It certainly is," replied Jack. "How about a motion that we accept Mr. Slater's proposition."

Soon the meeting adjourned.

"Maybe I've let myself in for something," Sam thought with a smile. "I should have checked with The World Book before I said that all the needed materials would be there. But the social-living program of our school has to be based on everyday problems. Now is our opportunity to put our World Book to a test."

On the next six pages, you will read reports of classroom experiences in Mill Creek's first all-school activity. Perhaps you too are wondering where and how the children found adequate materials for their study of the road.



A REPORT OF AN ALL-SCHOOL STUDY OF A LOCAL DILEMMA SOLVED BY USING WORLD BOOK

Where is the Mill Creek School? Actually it has no particular location—its address is Mill Creek, U.S.A., for it is a fictional school used to relate classroom experiences of teachers and boys and girls. Mill Creek was purposely created because World Book activities are so widely spread that a report of them could not be limited to one area.

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The New Road and Mill Creek

The Seventh-Graders Use World Book to Enlighten the Community

SHORTLY after the seventh grade was called together Marsha Wooster explained the plan for the all-school study. "There should be some phase of the road in which our class is particularly interested," she concluded.

"There's a phase I'm interested in," replied Herb Carson. "My father has had a gasoline station at Main and Bank Streets for twelve years now. Most of his business is with truckers and tourists. What's going to happen now that the new road will by-pass Main Street entirely?"

Jim and Jane, the Hart twins, were not any happier. "You know my father operates the Crystal Restaurant," said Jim. "A lot of our business is tourist trade that will now by-pass our town completely."

Mr. Smithers spoke up. "These are serious problems, and they're ones to which none of us sees any immediate answers. That is why people in our town are bitter about the road. But, since we don't know the answers, perhaps we should study the problem. Just what is a road anyway?" he asked to start the discussion.

Charlotte said, "Roads are a major means of transportation."

"That's a good definition," said Mr. Smithers, writing it on the board.

"Let's use our Reading and Study Guide to help us learn more about roads," suggested Fred.

"You pick three others to help you, and go to the back of the room right now for a committee meeting," replied Mr. Smithers. "We'll count on your report the first thing tomorrow."

"Transportation is so important that it is a major section of the Reading and Study Guide," Fred announced the next day. "We turned to land transportation and were referred to the transportation article. I found a sentence I'd like to quote. It said, 'Roads are marks of civilization—to say that a region has few roads is to say that it is backward.'

"In order to get a background for our study, we think we should have four reports from material we found in The World Book," continued Fred. "Then we'll try to see where Mill Creek stands in this picture."

With the help of The World Book, Dick prepared his report on kinds of roads. He began with dirt roads and then explained macadam, asphalt, and cement constructions.

Sally said the first paved roads were high in the center to allow for drainage. She showed pictures from The World Book to illustrate how these roads washed out in the spring and told how engineers gradually learned to make adequate roadbeds.

Paul in turn told about the starting of modern roads, and explained that curves were gradually straightened and high and low places leveled. He showed pictures from The World Book contrasting old and new roads.

In the report on state and federal highways, Bill said that many of the modern highway systems of the United States are made possible through the aid of the federal and state governments. He explained how the taxes levied on gasoline and oil and fees collected for licenses were used to build new roads.

Comparing Mill Creek

When the reports were finished Mr. Smithers said he had done a little research on the road to Mill Creek with Helen and Al the previous evening, and that they had reports, too.

"Well," began Al with a grin, "we found out that the road that leads to Mill Creek is 130 years old. When it was first built it really put Mill Creek on the map, but now it's such a poor road that it practically takes it *off* the map."

"We also talked to the highway commissioner," added Helen. "The road hasn't been straightened or improved, except for resurfacing, in the past thirty years."

"That's all right, but how about my father's gas station? Is there any reason why the new road couldn't follow the same course it followed before?" demanded Herb Carson.

"It wouldn't be wise, and with the help of World Book you can see why," Mr. Smithers replied. He referred a committee headed by Herb to study the section on city planning.

Later that week, the committee reported that they had read in The World Book that, where a city has been planned well, the location of residential and industrial sections fits into the picture as pieces fit into a jigsaw puzzle.

Dick and Joan had special reports on two early city planners: William Penn, who planned a program of wide streets and park systems for Philadelphia in 1682, and Major L'Enfant, who came from Paris to plan Washington in 1791. There was also a separate report on city planning commissions, and how zoning boards are set up. Another committee had used The World Book to study new housing developments being erected in many towns and cities.

"I don't see how all that affects us," objected Joe. "Mill Creek's an old town. We can't tear down the buildings and start over again."

"Maybe this road is giving us a chance to do a new kind of planning in our community," suggested Bill. "Once the road is completed, a whole new area for building lots can be opened up."

"What's the point of building houses? Who's going to live in them?" asked Jack.

"In a section on housing in The World Book it told how people were leaving the city," contributed Helen. "With the new road, Mill Creek will be only twenty minutes away from Willis City, instead of a bumpy forty-minute drive as it is now. There will be a reason for people who work in Willis City to move to Mill Creek."

"That doesn't help my father's restaurant," said Jim.

"Yes it does," replied Sam. "If more homes are built in Mill Creek there will be more people to patronize the restaurant. In addition, if our Chamber of Commerce and town commissioners do some real planning, we might bring some new industries to Mill Creek."

"If the through traffic no longer goes down the main street of Mill Creek that street can serve its real purpose," said George. "It can be the business center of the Mill Creek community—not a throughway. Shoppers will enjoy making their purchases here."

"Yes, Jim's father could advertise a shoppers' special luncheon, and Herb's dad could suggest that the people leave their cars at his gas station to be lubricated while they shop," said Joe.

Building a Model

Using the pictures in The World Book, one group started on a model of Mill Creek showing the location of the new road and their plans for improving the town. Mr. Smithers appointed a zoning committee and planning commission to make recommendations regarding the best way to utilize the new road. Both groups consulted World Book articles to help them proceed. When the model was completed, they called it "How Mill Creek Can Look in Five Years."

Everyone now seemed to be convinced that the road was a good thing and that it had lots of possibilities for Mill Creek.

"Let's write a letter to the town commissioners and to the Chamber of Commerce telling them all the wonderful plans we have for Mill Creek," suggested Jim.

"There's an empty store next to the Star Supermarket," said Fred. "Perhaps we could put our exhibit in the window showing Mill Creek citizens what the possibilities are."

"Perhaps a committee of seventh-graders can visit the next meeting of the town commissioners," suggested Mr. Smithers.

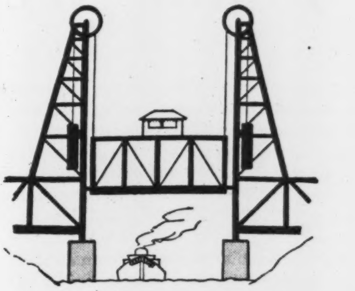
"We can write an article for the newspaper, too. We ought to try to make Mill Creek proud of the road," suggested Ted.

"If everybody in town had read The World Book, this misunderstanding wouldn't have happened in the first place," added Fred. "But since they didn't, we have a job to do. I'll stop and see about the store window tonight. We're going to put Mill Creek on the map."

Advertisement Sponsored by Field Enterprises, Inc.

The Sixth Grade *STUDIES BRIDGES*

A Bridge Builder's Son Takes World Book Home to Show His Dad



CLARK PETERS was a sixth-grade representative on the Student Council, and he made his report to the class the first day of school. Almost immediately an argument arose over how the road should connect with the town of Mill Creek.

Finally, Mark Finch, who lived in the country, raised his hand. "I don't think this discussion has much point," he said. "We shouldn't study about the road unless it's something we really want to learn. I wish you could see the bridge they're putting in near our farm across the Hocking Creek."

"Could we?" asked Bob Salmons, directing his question to Miss Brown. "On a trip last summer I traveled across the Golden Gate Bridge, and I have pictures I could bring."

"We went in the other direction, and I crossed the Triborough Bridge from New York City to Long Island," said Mary Magee.

A hand went up in the back of the room. It was a new boy that had registered the day before.

"Let's see what Wilson Voorhees has to tell us," suggested Miss Brown.

"My father is the engineer in charge of the new bridge," he said. "There will be six different bridges before the road is completed."

"Maybe your dad would come to our class and talk to us," suggested Clark.

"He is awfully busy, but I am sure he could find time," replied Wilson, looking pleased.

Julia Brown picked a group to meet with her and made Wilson one of the committee.

"If we're really going to study bridges we should know the principles on which they work," he said. "My dad says you can't really understand them if you don't."

"I am sure we could find that material in The World Book," said Pauline. "Let's make that the first part of our study."

"We want to learn about some of the really famous bridges, too," suggested Paul. "We can get a list of them in the Reading and Study Guide."

"We should know the kinds of bridges," said Mary. "At Niagara Falls, we crossed a cantilever bridge, but I don't know what that means."

"World Book will help there, too," said Clark.

By Thursday morning the first three World Book reports on the principles of the pier, trestle, and arch were ready. Jerry said that pier bridges can be used only where the river bed has a firm bottom and where the water does not travel too fast. Helen's report explained the balance between compression and tension in a trestle bridge.

When it came to Peggy's discussion of the arch bridge she had asked Dick and Sally to help her. She told the class that the arch was perfected by the Romans who used it also for gateways and windows. Dick had looked up the early Romans and reported to the class about the bridges they had built. Sally used the opaque projector to show the diagrams of the arch.

A committee listed bridges given in The World Book as examples of combinations of the arch, trestle, and span. They mentioned the Hell Gate Bridge in New York City, the Bayonne Bridge in Pittsburgh. Through the opaque projector they showed The World Book pictures.

A special report from The World Book was given on James Buchanan Eads, an American engineer who built jetties at the mouth of the Mississippi to permit ocean-going ships to navigate the river. He also designed the Eads Bridge across the Mississippi at St. Louis.

Types of Bridges

"I was looking at the new bridge near our farm," commented Mark a few days later. "From the reports we have had in class I have decided that that is a pier and truss bridge."

"That's what it is," replied Wilson. "Three others will be, too. Then there will be one arch and one suspension bridge."

"Suspension bridges come in the second part of our study," said Miss Brown. She explained that four groups were needed to work on suspension, cantilever, pontoon, and movable bridges.

The first committee built a model of the suspension bridge to use with their reports. They explained that the principle used in building suspension bridges was not known until 1800. Special reports were given on the George Washington Memorial Bridge in New York City and the Golden Gate Bridge at San Francisco.

When the committee reported on the cantilever bridge they used pictures in The World Book to explain how it operated. A special description was given of the Howrah Bridge, which connects the cities of Howrah and Calcutta in India. It is one of the best examples of a cantilever bridge and is 1530 feet long.

The class asked Wilson why cantilever bridges weren't being constructed on the new road. He said this type of construction was no longer as popular in America as in foreign countries.

The committee on movable bridges had found in The World Book that there are really three types—the swinging draw, the lift, and the bascule. Although the new road would have no movable bridges, everyone was interested in them. Jack Smith found a picture in The World Book of the vertical-lift bridge at Duluth, Minnesota, which he had seen.

Joe reported on an unusual bridge, over the Shatt al Arab River in Iraq, described in The World Book. The movable sections of this bridge go down instead of up and the roadway sinks deep enough to allow ships to pass over it.

Many children had seen bascule bridges work and they studied The World Book diagrams, showing what went on inside the pier when the bridge was raised. Even Wilson wanted to borrow the book to take home to his father. Julia Brown made a note to take up the problem of the lever in science class later in the year.

The committee on pontoons told about the largest permanent pontoon bridge in the world, at Seattle, Washington. In The World Book discussion they found that the bridge is a mile and a quarter long. It has a four-lane highway, and weighs nearly 5,000 tons. Pontoon bridges for temporary use were also discussed.

"That reminds me," exclaimed Bill excitedly. "In my brother's last letter he said he was helping to build a Bailey Bridge in Germany. Does anyone know what that is?"

"I saw it in World Book," replied Clark. "A Bailey Bridge comes in sections small enough to be carried in ordinary trucks, and it can be assembled swiftly by six men using only hand tools. According to The World Book the army is building them as much as 240 feet long."

The planning committee decided the class was ready to examine the new bridge on the road. They invited Mr. Voorhees to go along and he brought maps and charts which he explained to the group. In answer to their questions he said he had helped to build both a pontoon and a suspension bridge, but not a Bailey Bridge.

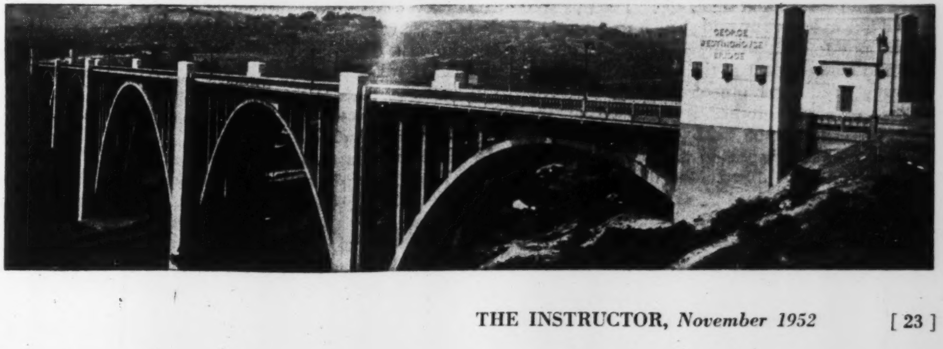
After their trip the class began to make an exhibit with models of different bridges. They carefully copied the diagram of the bascule bridge from The World Book so that everyone could see how it worked.

"I think we picked the most interesting topic of all," said Clark Peters to Miss Brown as the committee surveyed its work. "After I heard about the bridge in Iraq I got a book from the library about that country. It's interesting."

"Having Wilson in class helped," said Fred.

"But having The World Book helped more," replied Wilson, with a smile. "When you decided to study bridges I thought, 'Here's where I won't have to do any work,' but I know twice as much now as I did when we started."

"I guess that is true for all of us," said Miss Brown. "Whenever I cross a bridge from now on, I'll remember those pictures in The World Book and I'll be able to label it exactly."



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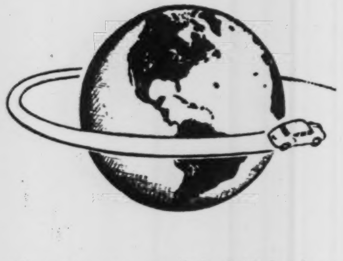
The Fourth Graders Learn About Roads Around the World



SARAH PROSSER was a little dubious about taking time to study the road since her fourth-grade program usually centered around type regions in the world. Because they hadn't selected Student Council representatives in the spring, her class had not heard about the all-school study. She decided that she would present it to them and perhaps they would choose some brief phase, just to be a part of the activity.

As the children assembled she listened to some of their conversations. Girls and boys alike seemed to be discussing the new road.

Billy Allen, whose father was a truck-driver, was claiming to be quite an authority on road construction. Jack Mason brought up a more exciting topic—a trip that he had had on the Alaska Highway during the summer. Then Marjorie Sutfin took the stage by announcing that her father had helped to build the Stillwell Road through the mountains into China.

As Sarah Prosser listened, she revised some of her thoughts about her fourth grade studying the road. When she called them together she commented on the discussions she had overheard. "I think it is fine that so many of you have been on interesting roads. Perhaps you know others."

Immediately many hands went up. Dickie Bannister had taken a trip on the Lincoln Highway during the summer. Sally Coswell had traveled the Pulaski Skyway and Alice Martin had been on the Pennsylvania Turnpike.

"Maybe we ought to study roads, especially when one is being built near our school," suggested Miss Prosser.

Sarah Prosser used the roads that had been mentioned to introduce her study on how to use World Book.

"Can I learn more about the Alaska Highway by looking in World Book?" asked Jack.

"Yes," replied Miss Prosser. "You will find there is an illustration of it, too. Perhaps you would like to look it up and show it to the class."

Marjorie found the Stillwell Road in Volume "S" and read about it to the class.

Peggy spied a picture ~~of~~ the Pan-American Highway. "My brother is stationed at the Panama Canal," she said. "He writes that some day we will be able to visit him by bus."

"I don't believe they could build a road like that," objected Bobby. "I saw a movie about Mexico. There are lots of mountains there."

"We could look in The World Book and prove it, couldn't we?" Peggy asked. A few minutes later Bobby came back with the "P" volume and read a description corroborating Peggy's story.

The next day Miss Prosser called the group around her. On the table she had a large world globe and the volume of The World Book containing "W." "Yesterday we mentioned lots of different roads," she said, "and I thought perhaps you would like to see where they are."

With the children's help she marked the roads on the globe. "Now," she said, "let's find out about the areas where these roads are." She turned to Jack. "What was the weather like when you were on the Alaska Highway?"

"It was chilly," Jack replied. "We slept under blankets even in the summertime."

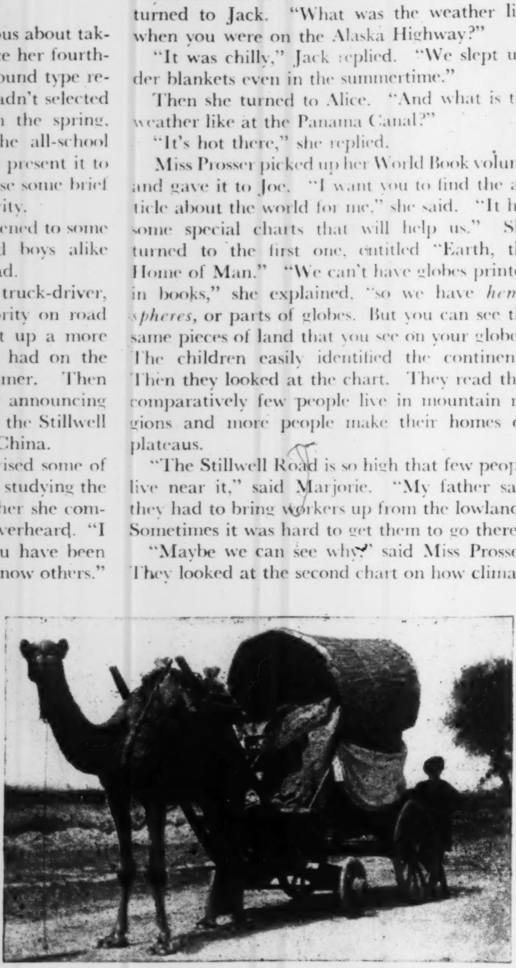
Then she turned to Alice. "And what is the weather like at the Panama Canal?"

"It's hot there," she replied.

Miss Prosser picked up her World Book volume and gave it to Joe. "I want you to find the article about the world for me," she said. "It has some special charts that will help us." She turned to the first one, entitled "Earth, the Home of Man." "We can't have globes printed in books," she explained, "so we have *hemispheres,* or parts of globes. But you can see the same pieces of land that you see on your globe." The children easily identified the continents. Then they looked at the chart. They read that comparatively few people live in mountain regions and more people make their homes on plateaus.

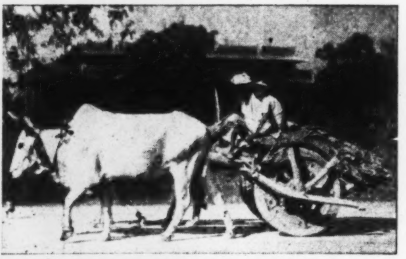
"The Stillwell Road is so high that few people live near it," said Marjorie. "My father said they had to bring workers up from the lowlands. Sometimes it was hard to get them to go there."

"Maybe we can see why," said Miss Prosser. They looked at the second chart on how climate affects man and learned that people in the tropical countries do not feel industrious.



"Let's see what we have learned so far," said Miss Prosser. They listed the following facts on the blackboard.

1. Different parts of the world have different climates. The closer it is to the equator, the more likely the climate is to be warm.
2. There are high mountains, plateaus, high hills, plains, and lowlands in the world. High lands are usually cooler than lowlands.
3. Where there are high mountains, people find passes or dig tunnels so that they can travel more easily from one place to another.



4. There are roads everywhere all over the world. Roads are very important.

The Alaska and Pan-American Highways

Sarah Prosser decided to use the Alaska and Pan-American highways to give the children a contrast in geographical regions. She suggested that the class have two construction crews—one for each road. "What sort of clothing will you need?" she asked. No one was exactly sure.

They first traced the Pan-American Highway, and listed all of the countries through which it travels. Then they listed the provinces of Canada through which the Alaska Highway travels. Committees went to work to learn about the climate of a particular region.

The class listed the problems of building the two highways. "World Book says there are large swamps between Mexico City and San Salvador," contributed Joe.

"There are jungles south of San Salvador. That is why that part of the road isn't finished," explained Paul, pointing to the map.

"The area north of Bogota, in South America, isn't completed because there's a large tropical thorn forest there," reported Marilyn.

Then the group went on to study the Alaska Highway. They turned first to World Book to study British Columbia and the Yukon Territory. The children noted the climatic conditions, and the differences in dress and types of homes as the road progressed farther north.

Later that day Sarah Prosser had another conference with Sam Slater.

"I think my study is going to take the entire year," she said. "We're studying type regions around the world in relation to roads, and the children are really gaining an understanding of how man meets various conditions of environment and uses them to better his situation."

"Yesterday I heard one of your boys asking the road foreman how deep the frost level was," replied Sam. "He went on to tell the foreman that if he were building the Alaska Highway the frost level would be eighteen inches deeper."

"We're starting in the opposite way from what we used to," explained Sarah. "Instead of starting with the textbooks and then using the encyclopedia for enrichment, we started with World Book. Then the children's curiosity was whetted and they turned to their texts and reference books."

"I'm glad to hear that," Sam replied. "Even in unit teaching, often the children all read the same material at the same time. By using The World Book first, this process is avoided."

"That's right," replied Sarah. "And if you want a firsthand example, visit my classroom."

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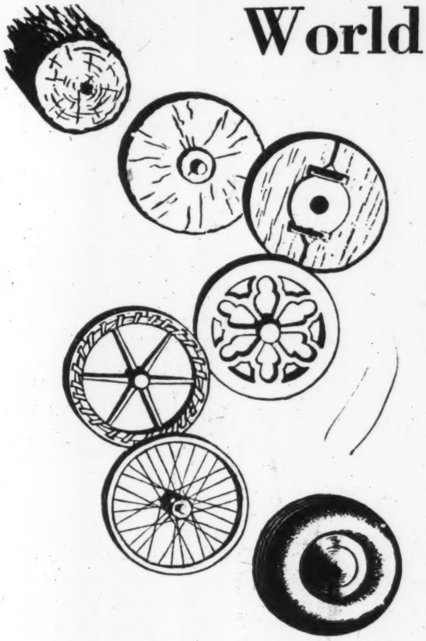
World Book Shows *That Roads Make History*



BY TEN o'clock of the first morning of school, Mrs. Donnelly's fifth grade was ready for Ed Thompson's report from the Student Council. "Yesterday at our meeting," he began, "we discussed the new road and how its construction would affect our school this year. Mr. Slater suggested that we have an all-school study of the road and we decided that each class should select its own subject."

Bill raised his hand. "I saw the movie *Quo Vadis* last week. It's about the Romans. The chariots traveled over wide stone roads. The Romans must have been good road builders."

"Yes," Ed replied. "My dad says the history of the world could be written in roads."

"Suppose we compare the Roman Empire with other nations in existence then," Mrs. Donnelly said. "Let's see if roads really played an important part in the Roman civilization."

Bill turned to the section on history in the Reading and Study Guide. He discovered that Greece and Phoenicia were almost contemporaries of the Roman Empire. The class divided into three groups, each looking up one of them.

The following Monday, Mrs. Donnelly asked the chairmen for their reports. The first committee said the Phoenicians traveled mostly on water and although their ships sailed great distances, they were interested primarily in commerce, not colonization. Group two had a similar story. Even today, they reported, Greece has not developed many good roads.

The committee studying the Romans had found a different story—The World Book said the Roman Empire had vast armies which conquered many lands. In order to transport military supplies and to keep in close contact with outlying territories, the Romans built long durable roads. In fact, one of the reasons for the Roman Empire's great success and prosperity was its system of roads.

"I guess my dad was right," said Ed. "The history of the world *could* be written in roads."

"If that's true," said Mary, "then the history of the United States could be written in roads, too—maybe even the history of Mill Creek."

These statements were put on the blackboard.

1. The history of the world could be written in roads.
2. The history of the United States could be written in roads.
3. The history of Mill Creek can be written in roads!

"Let's divide into three groups," suggested Betty, "each group working on one statement."

Almost immediately the fifth grade of Mill Creek School began their study of roads. Every available minute of the next few days was spent looking up material in The World Book.

Roads Make History

One morning the World History committee had some special reports. Alice had looked up the Appian Way, the first of the great Roman roads, and Mark had found many illustrations of the Roman soldiers riding in chariots. After reading about chariots he began to wonder how the wheels were made. Margie had looked in the "W" volume of The World Book. Besides the regular article, The World Book referred to the section on wheels in "Transportation." She showed a chart on the beginning of the wheel.

Joe had a contribution, too. "Last night my sister told me about a man named Hannibal who marched elephants across the Alps into Italy to try to conquer Rome. This morning I checked with World Book. Hannibal was not successful because the mountain paths were too steep and narrow. Many of the elephants fell over the cliffs. If there had been good mountain roads, Hannibal might have conquered the Roman Empire."

Jack reported that The World Book said Great Britain in its colonization of India had built roads to the northern provinces.

The second group had been finding out about the first roads in the United States. In the Reading and Study Guide, Bill found the heading "Transportation in the United States." He learned that Indians had established trails which the colonists used and developed further.

Mike and Jerry consulted The World Book for vehicles that had traveled American roads. Their list included the travois, two-wheeled carts, three-wheeled carts, rough four-wheeled carts, Conestoga wagons, prairie schooners, carriages imported from Europe, stagecoaches, bicycles, the earlier and then the modern automobiles and trucks, and finally, diesel-motored vehicles. On a long strip of wrapping paper they made a frieze illustrating each vehicle.

Under references on "Westward Movement," Marie found a reference to "Trails of Early Days," with information about seven famous roads and a map showing their location. She reported also on the Boston Post Road and the National Road.

"I know a famous road Marie didn't mention," said Jack. "The road from Boston to Concord to Lexington. The whole Revolutionary War might have been different if Paul Revere and his companions hadn't been able to warn the minutemen."

The third group had been busy with the statement that Mill Creek's history could be written in roads. At first it seemed as if this was no place where The World Book could help them.

"Suppose we think first about communities in general," Mrs. Donnelly had suggested. Mary Jane looked up "Community Life" in the Reading and Study Guide. Part Three is called "How Communities Came to Be." In the discussion "Pioneer Days in America," she found references describing how the earliest settlements were made. Joyce made a follow-up report on town life in Colonial America. Stan discovered, in the article "City," that most of the big cities grew because of their transportation facilities. Al found a page of pictures showing why communities have been built in certain locations.

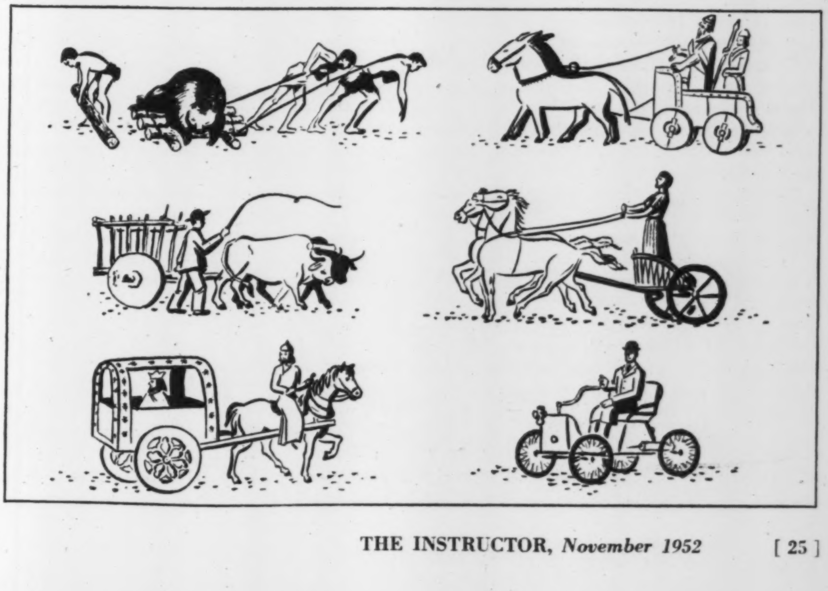
"Mill Creek was probably started here because there was available water power just like Augusta, Maine," reasoned Mildred.

After the reports had been given, the class started evaluating their study. "There's always a road in the picture," remarked Alice.

"The early trails of America opened up new settlements. That's one of the reasons that this continent was developed so quickly," said Bob.

One day at lunch Mr. Slater checked with Mrs. Donnelly about the fifth-graders' study.

"It's wonderful," said Mrs. Donnelly. "Interest in the whole story of civilization has developed through the study of the road. But then," she added, "with a room full of interested boys and girls, a real problem-solving situation, and a set of The World Book, we couldn't miss."



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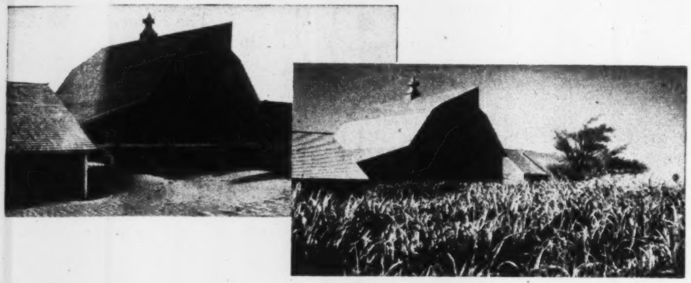
The Eighth Grade STUDIES CONSERVATION

World Book Points Out Another Way the New Road Would Benefit the Area



MARK ASPENWALL had a discussion with Jack Albanese, and later explained to the class about the plan discussed at the Student Council meeting.

No one had anything good to say about the road. Then Al Brubaker commented, "We've had two engineers living in our house. There are many good things happening because of this road that few people know about."

Helen Martin agreed with him. "We had some surveyors at our house for a month. The engineers definitely want to help people, especially the farmers that live along the road."

"I suppose they helped my uncle Sam when they cut his farm in half," objected Tim Farthington.

Al Brubaker said excitedly, "Your uncle is one of the people the road is going to help. From a conservation standpoint, this whole area is going to benefit from the road."

The class was unconvinced, but their curiosity was whetted. They decided to take for their problem, "Will the new road mean better conservation for the Mill Creek area?"

"I suggest we have a committee to organize this study," said Mr. Aspenwall. Jack asked for volunteers and seven people were selected.

The Committee Meeting

Joyce Monroe, the chairman, brought the Reading and Study Guide to the meeting as a sort of advisory member.

The group began by listing problems of conservation of particular interest to farmers such as soil erosion and poor drainage, for Al had said the engineers wanted to help the area farmers. That brought a discussion of what engineers do.

Allan Whittle made another point. "When we had our safety patrol dinner last year, the speaker was an engineer from the National Safety Council. He said every possible engineering skill was being put into the new road to make it free from accidents. That's conservation of human resources, isn't it?"

"I suppose that since the road will help the farmers get their crops to market more quickly, that is conservation, too," said Joe Cooke.

Mark Aspenwall cautioned the group. "Conservation is a large topic. Better not take too big a problem."

"The Reading and Study Guide will show us how to study one part of the conservation problem and do it right," suggested Frank.

The committee decided to limit their study to how the road would improve land conditions in the Mill Creek area. One group would study the road as it affected soil erosion and drainage. Others would study the training and work of the men who build the roads and the ways in which they develop good conservation practices.

Committee Reports

Joyce Clarke, chairman of the committee on soil erosion and drainage, made a report on erosion. She showed some of The World Book pictures in the opaque projector. Bill commented that the fields in the picture of a deserted farm actually resembled much of the land around Mill Creek. The class was also interested in the picture of water erosion control.

Peggy Pifford raised her hand. "Many farms in this area have poor drainage. The road engineer asked the farm agent to call the farmers together to discuss general soil conservation."

In Martin's report on drainage he used a diagram in The World Book for a large chart, showing how the principle of capillarity caused surface water. He pointed out its advantages, but showed how it had to be controlled.

Ellen Smith stated an important scientific principle found in The World Book—that the earth is affected by two kinds of changes, those from within the earth's surface and those from without, such as rain and snow, rivers, or ice.

Several weeks later, Al Brubaker reported on a famous conservationist who was also famous as a road builder, Gifford Pinchot. The World Book said he was often referred to as the road-building Governor, because he knew the importance of good roads in a conservation program.

Joe Martin's committee looked up the work of a surveyor in The World Book. Joe described the land survey, which is used to fix boundaries, and told about the differences between a *plane survey* and a *geodetic survey.*

"Which kind do you think they are using on the road?" asked Phil.

"The geodetic survey," said Bob, taking up the report. "The World Book says that the Department of Commerce has geodetic charts of most of the United States. Plane surveys are used only on small plots of ground. Alice told about the tools that surveyors use and how they work. She mentioned the amazing fact that she had read in The World Book. She said that most measurements are made with a steel tape. "But" she said, "where precise measurements are required, an invar type tape is used. It is made of nickel and steel and it is less affected by changes of temperature."

Sam told the class about topographic charts, which show the details of a land surface. He explained the diagonal scale used on the charts.

The Field Trip

Finally the group were ready to make their first visit to see the road construction.

"These are the charts we use," said one of the surveyors as they discussed their plans with the eighth-graders.

"I can see that this is a geodetic survey," remarked Paul. One of the surveyors looked a little surprised.

"Yes," said Martin. "You have planned your chart using a diagonal scale, too. This is a much larger one than we drew in our classroom." Again the surveyors looked surprised.

Finally, one of the surveyors could restrain himself no longer. "How'd you kids learn all about this?" he asked.

Mr. Aspenwall laughed. "We've prepared for this visit by studying The World Book Encyclopedia."

Joe Albanese spoke up. "Most of us never knew that building a new road involves many leveling and drainage projects. We needed to learn what the actual problems of drainage and erosion are, so we used our World Book Encyclopedia first."

One of the surveyors pointed to a place on the chart. "This farmer has five acres of land that have been useless in the past. It's true the new road goes through the center of that plot and it is an inconvenience. But we are encouraging him to put in proper drainage. Then he can use the land and there will be less danger of the road's becoming flooded in the spring."

The class had some questions to ask about drainage. "Our World Book explained four types," Ruth said, "the natural, the intercepting, the gridiron, and the herringbone system."

The engineer nodded. "Did you decide which type we should be using on the road?" he asked.

"From the information in The World Book, I think you will use the intercepting system on high ground and the gridiron and herringbone systems at other places," replied Sam.

"That's exactly right," replied the engineer.

"We can show you a sample of the herringbone system at work three miles down the road."

When they arrived, the engineer showed them how the pipes were laid. "Why," said Sam excitedly, "that's exactly like our diagram in The World Book."

Soon it was time to return to school. The class arranged to come back several weeks later when the work had progressed further.

Tim Farthington said soberly, "I'm going to have a talk with my uncle Sam. These men are really out to help him and from what I read in The World Book about conservation, he should use every bit of land that he can."

Ellen suggested, "Let's make a booklet about how the Mill Creek area is going to benefit by the new road, and distribute it around town."

"Let's give them to the farmers and send copies to the road commissioners," seconded Paul.

"What a good way to end this study," mused Mark Aspenwall. "This has been one of the finest openings of school the eighth grade ever had."

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The *ALL-SCHOOL* EXHIBIT - - -

The Parents Come to See Why the Children Are So Enthusiastic about the Road

MR. SLATER was having a meeting of the Student Council that afternoon, the sixth since the all-school study began.

Jack Albanese, the president, gave a resume of the all-school activities that had taken place. There had been three assembly programs, new exhibits on the hall bulletin boards each week, a special exhibit in the cafeteria that was later moved to a downtown store window, articles sent to the local newspaper, a special issue of the school paper, and an exhibit in the school museum.

Jack turned to Mr. Slater. "You were right," he said. "Working together has been as much fun as playing together. Now," he added, "perhaps you would explain the purpose of this meeting."

"The study of the road has been going on now for five weeks," Mr. Slater began, "and everyone seems about to conclude his work. Many of the teachers and pupils alike feel that we should have a special culminating activity."

"We could have it on Saturday, so our parents could come," suggested Clark Peters.

"Let's have it in the gym," suggested Bob.

"Before you decide, I'd like you to listen to some third-graders I invited to the meeting," replied Mr. Slater. He asked Billy Rear to tell what had happened.

Billy explained that Mr. Wilcox, their teacher, had taken them for a walk to see the new road. They had watched the men pouring concrete.

"We were dumb at first," interrupted Alice. "We didn't even know the difference between cement and concrete. I said it was cement and Jackie said it was concrete. Mr. Wilcox helped us look in The World Book and we found it is a *concrete* highway, and the concrete is made of cement mixed with sand and water."

"We learned about two other kinds of roads, too," added Jackie. "The streets in our town are *macadam*. They're named after a man, Mr. John McAdam, who invented that kind of road. Our teacher invited one of the men from the road to talk to us, and he told us about asphalt roads too. We looked asphalt up in World Book. When we see a road now, we can tell what kind it is."

"Tell them what you are making," prodded Mr. Slater.

"Well," said Billy, "we wondered if we could mix concrete just as the men did on the road. Mr. Slater gave us permission to make three smooth blocks on our play field."

"They will be good to bounce balls on and play jacks," added Alice.

"We measured the area and marked it. Then we dug it out and made a foundation with stones the men gave us from the road," said Jackie. "We hammered some boards together for a form. This afternoon we're going to mix sand, cement, and water and pour it on our foundation."

"We know just how to do it," concluded Billy. "It says in World Book that we must cover it up and not let it dry too fast, or it will crack."

Jack had an idea. "Why couldn't we have the show out on the playground?" Everyone agreed that this was a good idea, and the Student Council made plans for the big event.

The Playground Show

The next week was a busy one for Mill Creek School. Everyone worked as hard as possible, for there was a lot to be done. Invitations had to be made and sent to the parents. Special invitations were sent to the men who worked on the road, too, as well as to many townspeople.

When the bell rang at ten-thirty Sam Slater told why the study of the road had been undertaken. Because the parents had been interested in the purchase of The World Book the year before, he explained how the encyclopedia had been used. He called on each class representative to explain what it had achieved. Then everyone was invited to inspect the exhibits.

The children agreed that the seventh-grade exhibit should have a prominent place since it centered directly around Mill Creek. The sign above their exhibit said, "The New Road Is a Lucky Break for Mill Creek." Under a big dollar mark they named improvements in business that could come to Mill Creek. Beneath a large green tree cut from cardboard they listed the increased recreational facilities that would be possible because of the new road. Under an attractive model of a house they presented a map of the new building areas that could be developed. On their table was a map of the entire area with the slogan, "The New Road Will Put Mill Creek on the Map."

The fourth-graders had built their exhibit around a large globe. They had marked the roads they had studied and had strings fastened from the globe to a chart. They listed the different types of land and told on charts how man builds various types of roads.

The sixth grade displayed their models of bridges. A large chart listed the principal bridges in the world. Two boys described the bridges that would be constructed on the new road. There was great interest in the models and Miss Briggs, the public librarian, asked if she could put them on display later.

The fifth grade centered their exhibit around the slogan, "The History of the World Can Be Told in Roads." They had made some peep shows that caused a lot of interest. One showed early roads of the Roman Empire with horse-drawn chariots traveling along them. Another showed Hannibal taking his elephants over the Pyrenees. A third scene depicted the Conestoga turnpike with a covered-wagon train. The last box showed modern streamlined highways.

The eighth grade had a large model showing the contour of the land in Mill Creek area. Part of it was cut away to show how natural and planned drainage takes place. A large chart told how much land would become productive, if the farmers followed the engineers' plans.

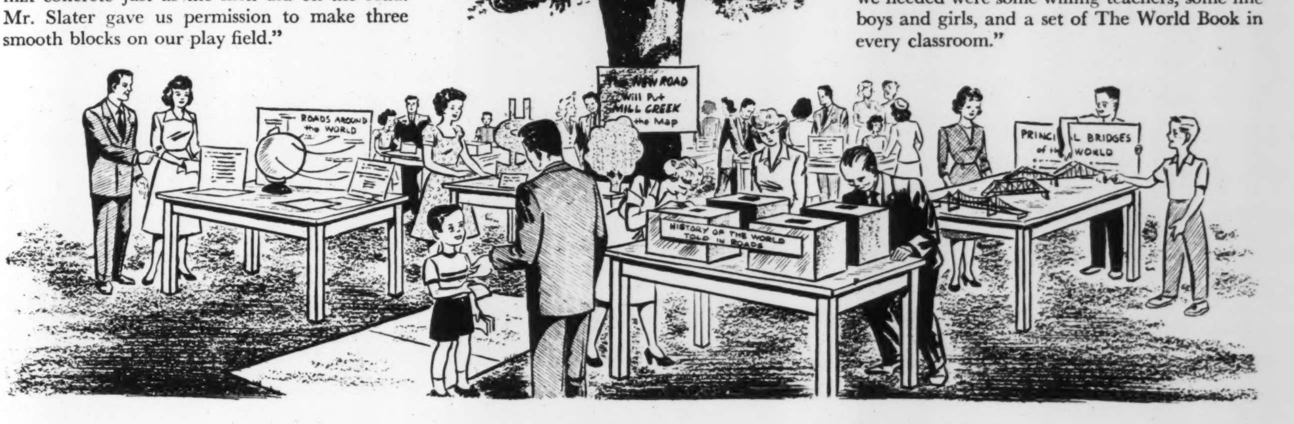
Many people crowded around the exhibits of the primary grade. The third-graders' concrete was hard and smooth. The second grade had taken a trip, and they displayed a map of the community showing where the new road would go. The first grade had experience charts that they had dictated as well as large paintings they had made of the new road.

As Sam Slater watched the proceedings he was approached by Mr. Conrad, the road foreman. "I want to congratulate you on the fine piece of public relations you have done," he said. "Believe me, when it's time to dedicate this new road we want some of your pupils on our program. How did you ever collect sufficient materials for such a complete study? Did you work all summer on the project?"

"No," replied Sam. "We have good research facilities in each classroom. Every classroom from fourth grade up has a set of The World Book Encyclopedia."

At last the crowd began to thin out and soon the buses were loaded. Everything was put away and the playground was cleared. Mr. Prevost met Sam Slater at his car. "I said that if anyone could do it, you could," he remarked.

"I guess we did all right," replied Sam. "The problem of the new road has been licked. All we needed were some willing teachers, some fine boys and girls, and a set of The World Book in every classroom."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The NEW ROAD Will Put MILL CREEK on the Map
HISTORY OF THE WORLD TOLD IN ROADS
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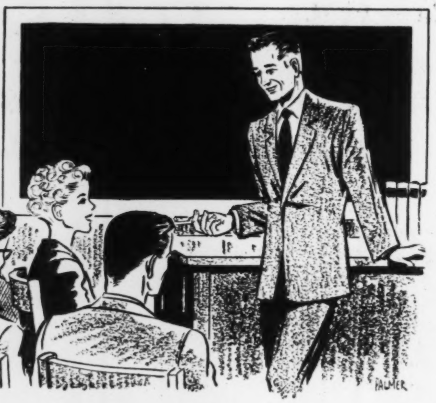
The Teachers Talk It Over



IT WAS now the end of October—a week after the playground display. Sam Slater called a special teachers' meeting to discuss what had been achieved. He invited Dr. Weidemeyer, for it was the first time that any school in the Mill Creek area had attempted such a project.

"Well, we feel quite different than we did at the beginning of school," began Sam as he opened the meeting. "I guess it's a good idea for our teachers to attend summer school," he added with a sly grin at Julia Brown.

Evaluating the Results

"Let's start with an evaluation of the philosophy behind what we did," continued Sam. "Ted, Mark, and I were discussing it the other night after the high-school football game. We came up with some general principles that we think apply to our situation." He turned to Mark Aspenwall. "Suppose you list them for us," he suggested.

"This unit convinced us that any topic is suitable for discussion and study at any grade level," began Mark. "In other words, first-graders may be interested in electricity, so may third-graders or high-school students.

"The second point is a corollary of the first. The suitability of the topic depends primarily on the extent to which it is motivated by the experiences of the children."

"I can understand that," interrupted Sarah Prosser. "My fourth-graders had no special interest in conservation, yet it was an ideal study for the eighth grade."

"That brings us to the third point," said Mark, "and perhaps the most important of all. The children's experiences must be the prime basis for selection of problem-solving units."

"I agree," said Julia Brown, "but it puts a bigger job on our shoulders. We must develop a sense of historical continuity, as well as a sense of geographical location. In addition, we must see that nothing fundamental is skipped."

"That was one of the reasons for buying The World Book, was it not?" Dr. Weidemeyer interposed.

"Yes," replied Ted Smithers. "We wanted a continuous research program through every grade and that meant a set of The World Book for each class."

"Even though our program has been in operation for little more than a year, I can see that it is paying off," said Frieda Donnelly. "My fifth-graders have a technique for attacking a problem that they didn't have last year."

"I notice the same thing," said Ted Smithers. "Their methods of research are more systematic and their reporting is more accurate."

"In my summer course," contributed Julia, "we decided that in curriculum planning, certain large general areas are more applicable to one maturity level than to another. But within that overall framework the individual teacher must lead the interest of her group into purposeful and meaningful situations."

"There is another principle our all-school study points out," said Sam. "The social-living program must be a living experience, not one that stops with geography and history. Good living involves many other things. A child must have a basis for understanding the political structure of our country. He should know something about elementary sociology and simple anthropology, as well as having a working knowledge of the natural and physical sciences. All these ideas must be embodied in our program."

"I would add three others," said Sarah Prosser. "A child needs a working knowledge of art, experiences with good literature, and regardless of his faith, an appreciation of the contributions which religion makes to many of the freedoms we enjoy today."

Dr. Weidemeyer looked a little surprised. "Isn't all that a rather large order?" he asked.

"Yes, it is," replied Sam, frankly, "but it's the star to which we must hitch our wagon in elementary school social-studies planning. It was that kind of thinking which motivated our wanting The World Book last year. When children use The World Book they aren't studying unrelated history, geography, or science books. Instead, they are experiencing a systematic, accurate, up-to-date collection of facts which they use in understanding present-day situations."

"I was impressed last week as I listened to the boys and girls," said Fred. "They were talking in terms of concrete information."

"You can thank The World Book for that," said Julia Brown. "No one can get away with shoddy proof of what he is trying to say. The others in the class catch him up right away."

Introducing a Unit

"Let's leave this part of the discussion temporarily and turn to a situation that Sarah Prosser discovered," said Sam.

"It's really an organizational problem," explained Sarah. "In the beginning, I wasn't sure where to start on my study of the road. Often in the past I began a unit with the text or with reference books, and then went on to the encyclopedia. I found myself doing things I didn't honestly approve of, and yet I didn't know what to do about them. Too many times everyone was reading page 26 in the geography book and I was following along with an old-fashioned question-and-answer period. A few children made all the contributions while others had nothing to say.

"This time I started to think in reverse, and I know why. It's because the situation came completely from the children. We had no reason to begin the unit by turning to page 26. The discussion started with real questions. No one page or series of pages in a textbook could answer them. The only logical and reasonable place to go was to The World Book."

"Did you eventually get to the text?" asked Dr. Weidemeyer. "My point is, would you say the children read more or less from their textbooks as a result of this new procedure?"

"I believe they read more," replied Sarah. "And the best part was that their reading was motivated by a desire to learn more about the subjects World Book had introduced rather than by my assigning a certain topic to be read."

"There is one point I would like to make," said Ted Smithers. "I find good evidence of vocabulary growth among the boys and girls and they are using better sentences. The World Book plan of putting the elementary facts in simple sentences in the beginning paragraphs and gradually increasing the complexity of the ideas is a valuable feature. Invariably, a pupil would say he found his question answered in the beginning of the article but was so interested that he kept on reading. He wasn't aware that the material gradually increased in difficulty."

"This all-school study was prompted by everyone's attitude toward a particular situation," interposed Dr. Weidemeyer. "Would you advise an all-school study another year?"

"I think I'm speaking for all the teachers when I say yes," replied Sam. "It may not be as extensive a one as this, but sometime during the year it's good for all of us to be working together on the same problem."

"What does this mean in new materials to be purchased?" asked Dr. Weidemeyer.

"Absolutely nothing except possibly the purchase of a few special books," replied Sam promptly. "With The World Book in the classroom, I think we can meet any problem that will arise. After all, the purpose of The World Book is to give us freedom, not to confine our work. When we started on our study of the road, there were questions as to sources of material. And yet, not in one single instance did a class requisition books."

"I am more than satisfied with your report," said Dr. Weidemeyer as the meeting came to a close. "I think your all-school study has demonstrated tremendous possibilities for the mental, emotional, and spiritual growth of the Mill Creek children. I am pleased with your selection of materials and your program for using them to the best advantage. The purchasing of The World Book for each classroom is one of the wisest expenditures of money that our school district ever made."

Have You Hesitated to Try an All-School Activity? With The WORLD BOOK Encyclopedia You Will Have Adequate Material to Make Your Study a Success.

Additional copies of this material may be secured by using the coupon on page 116.

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Else Bartlett Joins Our Staff

In line with The Instructor's policy of serving its readers to the greatest extent, I am pleased to announce an addition to our staff—Else Bartlett, formerly of Philadelphia, Pa., who will serve as our art and handcraft specialist.

Miss Bartlett brings with her a broad experience in public school work which she will share with you. She is also an artist of merit and will assist in the selection of our cover pictures and other features of the magazine related to her field.

In addition to planning our art and handcraft pages, Miss Bartlett plans to visit schools in search of new projects and examples of children's work that she can bring to you. She is enthusiastic about art as a source of intrinsic satisfaction for young children and will try to present activities that will provide good emotional release in your classrooms.

To you readers who are too far away for Miss Bartlett to reach personally, she appeals for samples or photographs of children's work plus brief statements that describe the specific problem and its results. Manuscripts will be given careful attention and used whenever possible.

The very fine suggestion for Armistice Day on page 63 is Miss Bartlett's first contribution and I heartily recommend this activity to you. Armistice Day is one of the most difficult holidays to handle well in school and here is a splendid way of doing it. Watch for Miss Bartlett's pages from time to time in our art and handcraft section. We know you will benefit by her excellent suggestions. M.E.O.

SPECIAL EVENTS

Nov. 9-15—American Education Week. Sponsored by various organizations, including National Education Assn., 1201 Sixteenth St., Washington 6, D.C.

Nov. 11—Armistice Day.

Nov. 16-22—National Children's Book Week. Sponsored by Children's Book Council, 50 West 53rd St., New York 19.

Nov. 27—Thanksgiving Day.

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Jeanie was cross at being awakened. "You made me lose my place in my dream," she said.

MARGERY MARTEN
Los Angeles, California

When Kenny saw a convertible with the top down he said, "Look at that car. There's no lid on it."

CHARLES R. DAVIS
St. Louis, Missouri

We had a unit about the Indians. Included in the material covered was a brief study of corn and the ways it is used for food. One pupil gave a report on how to make corn pone. When we had our review lesson, eight-year-old Bobby related, "The Indians ate corn cones instead of ice-cream cones."

ETHEL HULSLANDER
Dillon, Colorado

One evening I took my three-year-old daughter to her cousin's formal wedding. As the bridesmaids and the bride in their beautiful long dresses came slowly down the aisle in the church, she whispered audibly to me, "Oh, Mommy, why didn't you wear your new house-coat too?"

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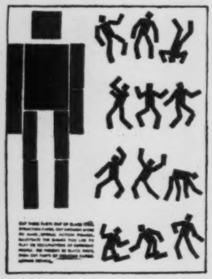
Cut Paper (Book 1)

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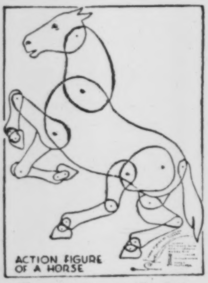
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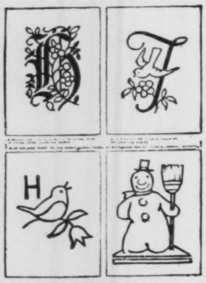
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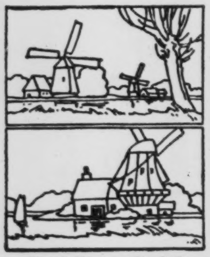
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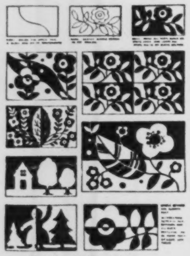
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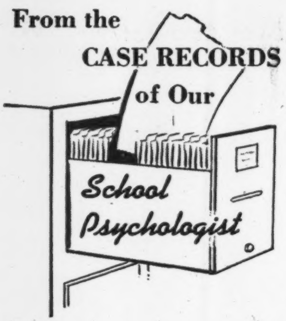


From the CASE RECORDS of Our School Psychologist

Problem: Gertrude Niedermaier was an attractive lovable child of a displaced family that had moved into the Williams township.

When she entered school, the children adopted her as one of their own. Although she had a language difficulty, the principal and school psychologist decided not to put her into a lower grade since she would feel out of place with smaller children. Instead, the girls in the class agreed to help her after school and on week ends.

Analysis: Trudy's family had been in a work camp for three years before coming to our country. As a result, she would assume little or no responsibility, her habits of cleanliness were poor, and her sense of obligation definitely nonexistent. She appeared selfish because the instinct of self-preservation had become highly developed.

After she had been in school a month, the glamour of a new girl wore off and the children were inclined to leave her alone.

Solution: Everyone agreed that Trudy must learn our language as quickly as possible. School funds were provided to pay a tutor to teach her speaking and reading. The school psychologist and the teacher had a meeting with the girls in Trudy's grade. They explained the reasons for her behavior and solicited co-operation. Because the community had supplied the family with used clothing, the girls were cautioned not to mention that some dress Trudy wore had been theirs. Instead, they were asked to comment favorably whenever Trudy looked neat and clean.

Progress seemed slow despite co-operation on the part of the school, the Niedermaier family, and community until one of the girls invited Gertrude to join the Girl Scout Troop. It happened that their special project for the year was to decorate the clubroom where their meetings were held. Trudy found happiness in doing things with her hands. She was especially successful when it came to making the curtains and draperies. All the girls were enthusiastic about her help.

After Trudy received her uniform, the girls and Miss Daly, the teacher, were pleased to see a change for the better. Her whole appearance improved and included a more frequent smile. Perhaps what finally helped Trudy most was the realization that she was wanted. Also, for the first time she had something new that was all hers.

FILMS You Can Show in Your School

Recommended by

IRWIN A. ECKHAUSER

Curriculum Consultant,
Washington School,
Mount Vernon, New York

TIPPY, THE TOWN DOG—11 min., 16 mm. sound; color; sale or rental. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.; produced in 1952.

This film is delightful for children and for all who love dogs. Both city and country dwellers will enjoy the story of Tippy, a lovable terrier who lived in a town. It is based on a common situation that points up the relationship between a boy, Jimmy, and his dog. Interesting people and animals are included in the adventures of this lonely dog as he wanders about town trying to make friends. There's a pleasing element of suspense and a happy ending. It is especially appropriate for reading and social studies in the primary grades.

THE THREE WISHES—1 reel; sound; color or black and white. Coronet Films, 65 E. South Water St., Chicago 1, produced in 1952.

Teaching morality is sometimes difficult but this film has skillfully accomplished its desired objective. It is a rollicking comedy about the shrewish Katherine and her simple husband John, who lost the bright promise of three magic wishes by wasting them carelessly. Here is a little morality lesson told with gaily costumed actors, carefully designed sets, and crisp comic action. This film is suitable for reading, vocabulary building, and guidance in the intermediate grades.

TOMMY, THE LION—1¼ reels; sound; black and white. Young American Films, Inc., 18 East 41st Street, New York 7, produced in 1952.

Pets as stars of films are rare. Here is an educational film which employs such a star and tells the story of a typical day in the life of Tommy, a pet lion cub, and his owners, Mr. and Mrs. Owens of Garden City, Kansas. Tommy plays with the children, visits school, and makes a trip to his veterinarian. A unique and intriguing feature of the film is the story structure, which points up the parallel between Tommy's daily life and habits and those of children. The film is especially designed for use in language arts, science, and health classes of kindergartens and primary grades.

REDWOOD SAGA—11 min., black and white. Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28; produced in 1952.

Lumbering is an industry that fascinates children especially since our way of life depends so much on the products derived from it.

This film presents the origin and history of the wonder wood which is produced in the heart of the mighty Redwood Empire. It is a complete story of the lumber industry from felling the trees to the ultimate use of the finished lumber in home and industry. This film is suitable for middle- and upper-grade classes in social studies, geography, science, and economics.

MILK—11 min., black and white, sale or rental. Bailey Films, Inc., see address above; produced in 1952.

This excellent film was especially prepared for children studying home, food, and community services. It shows how certified raw milk is produced on a modern farm.

This story of milk from cow to table clarifies one of the first problems of childhood—where does milk come from? We learn about grazing cattle, corrals, breeds of dairy cows, how a calf gets milk from its mother, filling silos, preparing and mixing food, clipping and washing cows, sterilization of equipment, hand milking, milking machines, washing and sterilization of bottles, bottling milk, and delivering it to homes.

This film is suitable for social studies in the primary and middle grades. It will provide rich, meaningful experiences that will encourage oral and written expression in the language arts.

CREATIVE HANDS, SERIES, No. 2—6 minutes each; 16 mm. sound; color; sale or rental. International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4; produced in 1952.

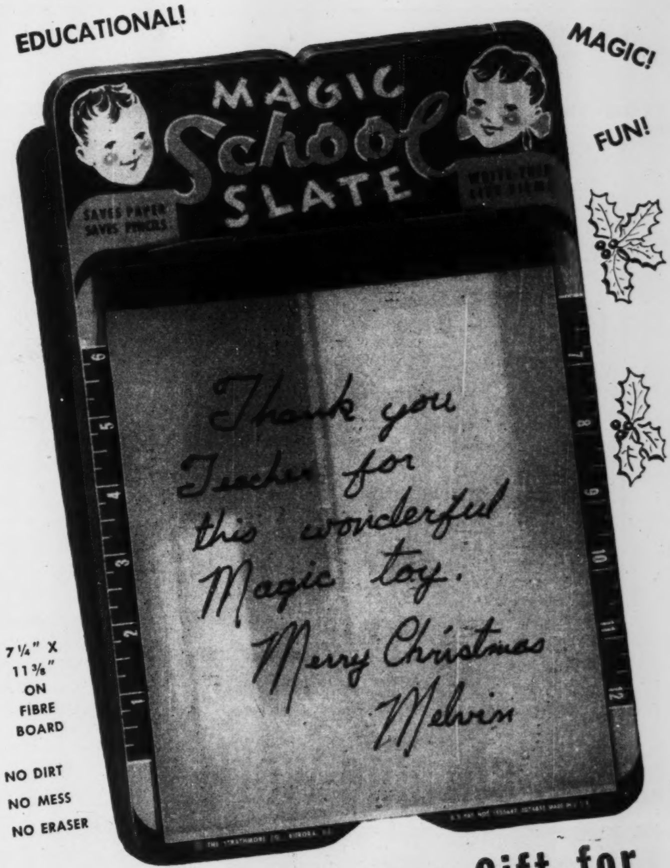
Teachers may be interested in this continuation of the art films reviewed in the September 1952 issue of The Instructor.

In *Making a Mask,* a group of children are directed through the simple procedures of making two kinds of masks out of wet paper and paste. One is tied against the face and the other can be slipped over the head.

The art teacher and manual training teacher co-operate in *Loom Weaving* to show how to build a simple loom from an old broom and a few pieces of wood, how to thread the warp through the heddle, and wind and use the bobbin, and the use of wool, cotton, or cellophane for scarfs, bags, and mats.

The *Beginning of Picture Making* shows many examples of work produced by children from three to five when skills are not yet mastered but creativity is great. Tempera paints were chiefly used.

Children in grades five and six make original and varied compositions close to their own interests and with real skill in *Picture Making at the Gang Age.* This film shows how to give some direction toward improvement in drawing without discouraging the child's inherent creativeness.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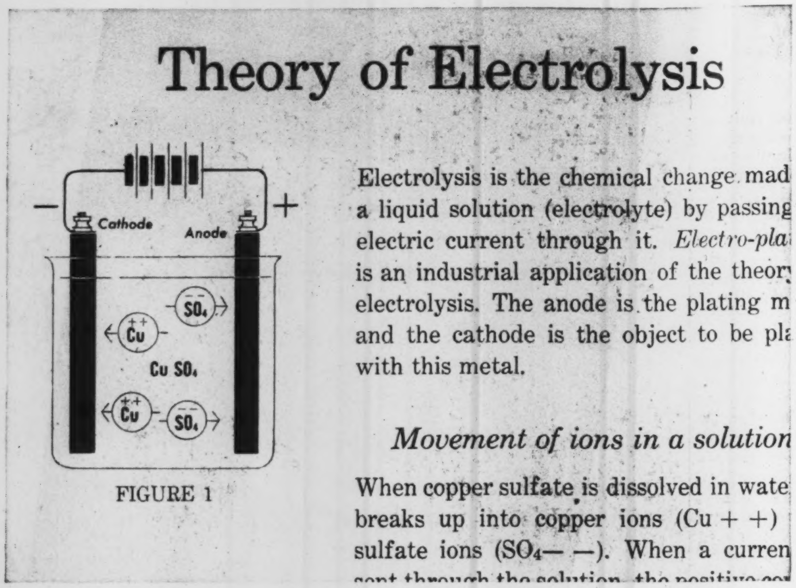


Theory of Electrolysis

Cathode
Anode
SO₄
Cu
Cu SO₄
Cu
SO₄

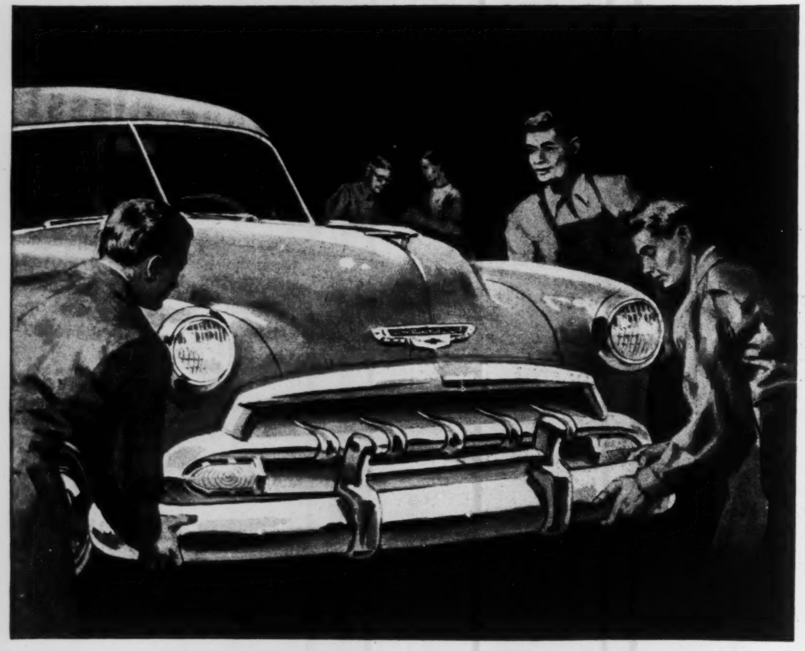
FIGURE 1

Electrolysis is the chemical change mad
a liquid solution (electrolyte) by passing
electric current through it. *Electro-pla*
is an industrial application of the theor
electrolysis. The anode is the plating m
and the cathode is the object to be pla
with this metal.

Movement of ions in a solution

When copper sulfate is dissolved in wate
breaks up into copper ions (Cu + +)
sulfate ions (SO₄— —). When a curren
sent through the solution, the positive co

COMES THE chrome-work



TO "DRESS UP" YOUR FAMILY MOTORCAR

While doing classroom work, lab work and especially "homework" you may sometimes wonder what learning physics, chemistry or math really adds up to.

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And electro-plating, as your physics book tells you, is an application of the theory of electrolysis—a base metal is coated with chrome or other "high-finish" metals by passing an electric current through a solution in which the object to be coated is suspended.

At GM such parts as steel bumpers are copper-plated then nickel-plated then chrome-plated—all by electrolysis. Result: the GM beauty that lasts.

And this example of the care GM takes to make "more and better things for more people" comes right out of your physics book.

Remember this as you puzzle out your school problems. Remember that General Motors, like all American industry, offers a fine future for the engineer and the scientist. And scientific knowledge starts right in school classwork and "homework."

* * *

Beauty goes on duty: General Motors production experts adjusting chrome-plated steel bumper that adds sparkling beauty, plus extra protection, to new GM motorcars.

* * *

NOTE TO TEACHERS: *Reprints of this advertisement, which appears in the current issues of American Farm Youth, Scholastic Magazines and Boys' Life are available upon request. Also, in limited quantities, the interesting booklet, "Research Looks to New Horizons," may be obtained free by writing General Motors, Department of Public Relations, Room 11-170-Z, Detroit 2, Michigan.*

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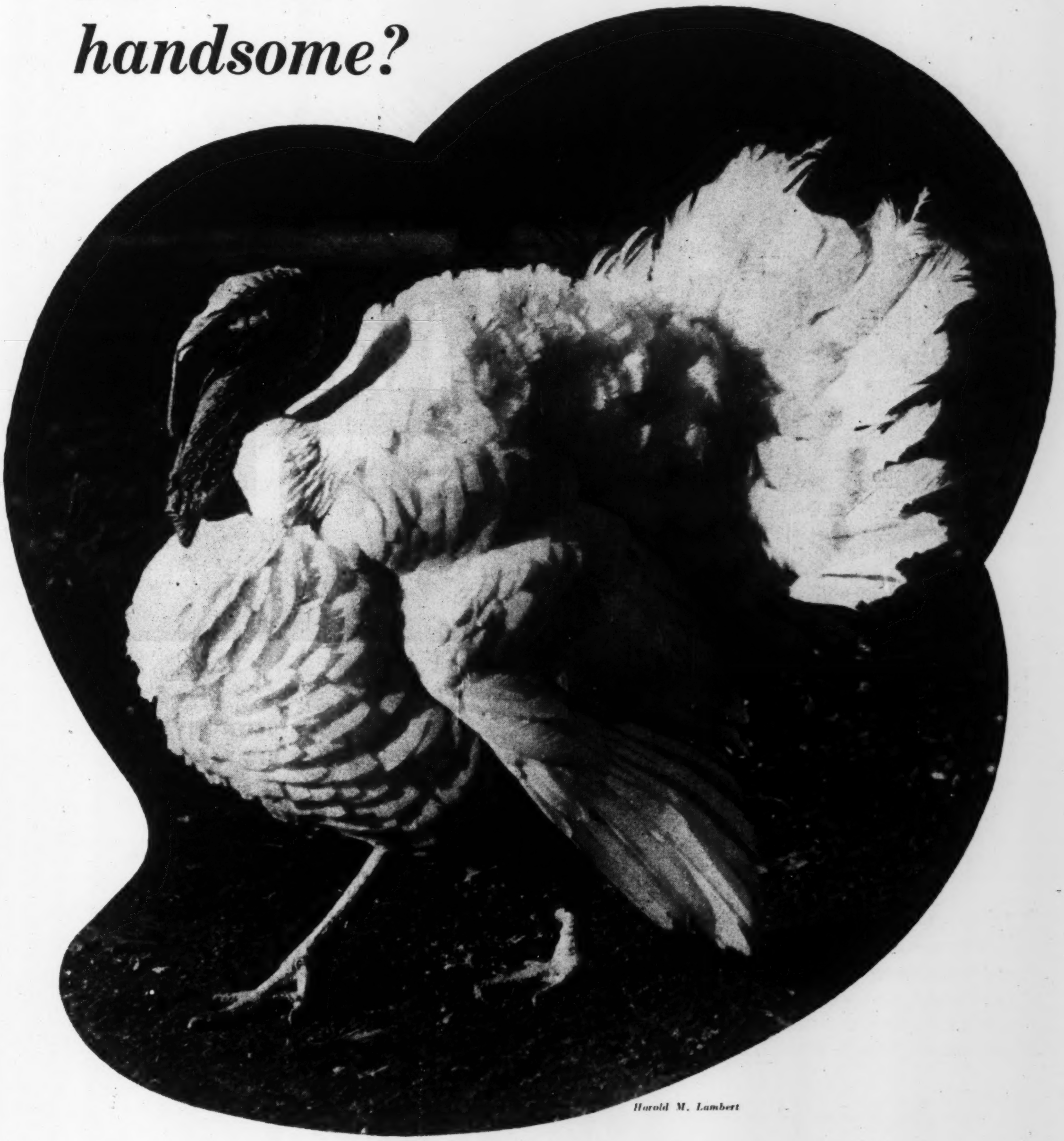
Isn't he handsome?



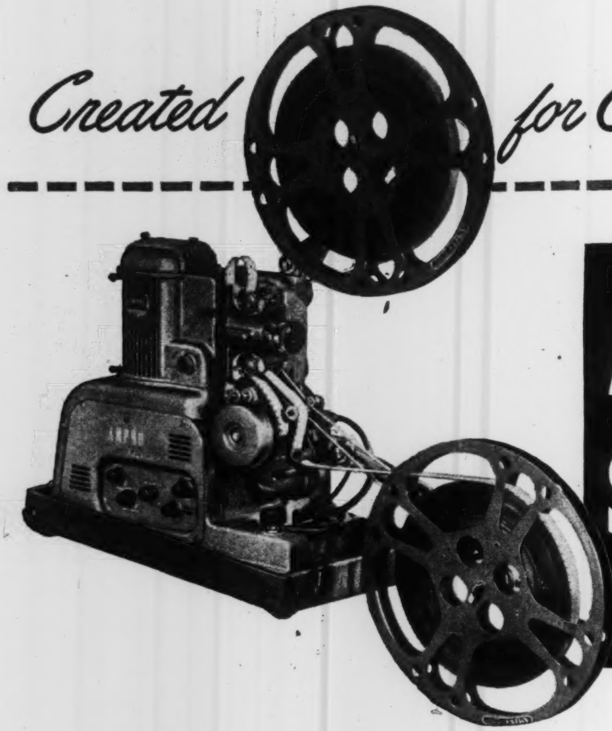
Harold M. Lambert

Does this white turkey make you think of Thanksgiving as quickly as a bronze turkey would? If your answer is no, can you think why?

Bronze turkeys have been used in Thanksgiving pictures and designs for a long time. For a change, you might like to put a white turkey in your Thanksgiving picture or use one for a place-card design.

Your class might like to visit a turkey farm. Or you could invite someone who raises turkeys to tell about this important business.

Created for Classrooms...



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Teachers all over the world prefer the Stylist by Ampro . . . because it's the 16 mm. sound projector which is specifically designed for classroom work. The Stylist is light-weight, compact and gadget-free. It offers both sound and silent speeds. Yet, it's a precision product *guaranteed* to provide brilliant, life-like projection . . . clear, vibrant sound. Educators *know* that they can depend upon Stylist performance to match that of equipment priced substantially higher.

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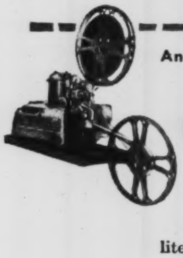

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Fifty Years Ago in the

NORMAL INSTRUCTOR

INSTRUCTOR PUBLISHING COMPANY • DANSVILLE, NEW YORK

Small pine trees dug from near-by forests, and planted in boxes covered with green cambric, were suggested as attractive room decorations for November.

"Can a teacher consistently teach an appreciation of bird life in her class, and wear a hat trimmed with bird feathers? Hardly. Children's eyesights are as sharp as their 'earsights.'"

Teacher: What are you drawing?
Tommy: A locomotive.
Teacher: Why don't you draw the cars too?
Tommy: Because the locomotive draws the cars.

A special offer of a $30.00 outfit for only $10.00 was made to the young male teacher. It included "one genuine Cheviot suit made to measure, one Dunlap block derby or Fedora hat, one pair of stylish laced shoes, one pair cuff buttons, 4 shirt buttons and studs, one suit of underwear, one percale shirt, collars and cuffs, one neat four-in-hand tie or bow, one pair of fancy elastic web suspenders, one silk handkerchief, one pair Lisle socks."

"There is certainly a vast difference between a professed teacher and a professional teacher."

"The principal of the high school in Omaha, Nebraska, has issued an edict forbidding the use of mirrors in or near the building during school hours."

"The boy you consider bad and ill-mannered may only be a shy lad with obnoxious personality problems that are much more a trial to him than to you."

"You have set a light in the darkness"

Barbara Sutro

***Ilka Chase,* author, actress, and star of radio and television, writes a warm friendly message to you —yet one packed with serious import and a deep realization of spiritual truths.**

TODAY, I think, the goal of good teaching is not so much to inoculate the young with facts as to instill in them the habit of independent thought and creative endeavor.

There are many adult pursuits I can think of which are not ideally suited to youth, but two of them in which I have had personal experience seem to me to be effective in training the abilities of expression and powers of observation of any person regardless of age. One is acting and the other is writing.

From a child's point of view acting probably gets more votes because it is such fun. Almost all children are instinctive actors, they love to pretend—and if you are going to pretend that you are old or sad, angry or stingy or gay, a cripple or a dancer, one way to pretend accurately is to keep your eyes open, to watch real people to see how they behave. This training in objectivity where others are concerned is invaluable, for it helps children to assess themselves objectively. It is a lesson in philosophy which even the young can absorb and which stands any human being in good stead. It gives him a sense of proportion, a sense of humor, and a realization that no one lives alone.

A second way to become a good actor is to imagine how other people feel, to appreciate what makes them sad or gay, stingy or angry or kind. Acting can help child or grownup gain an insight into the motives of others. It gives an appreciation and acceptance of human nature —and because it takes us completely out of ourselves, it is stimulating, it is a release, and it's fun.

Reading Shakespeare may seem dry as dust to high school boys and girls, but let them act Richard the Second, Henry the Fifth, Rosalind, or Portia, and the story is a different one. Since art is so long and the days of study brief, teachers should give children immediate access to the best. Even those of tender age can absorb much of the rhythm and drama of great literature—especially the literature written expressly for them.

All their lives their appetite for the shoddy will be amply catered to, for that is the speciality of our civilization—that inseeping of the lowest common denominator. But it is the privilege and honorable mission of the teacher to develop an intellectual palate in the young.

The more a child becomes familiar with fine, well-written books, and the more he knows, the better he will write. It is not a question of becoming a professional author but everyone living in the United States should have facility with the English language and should be able to express himself idiomatically, lucidly, and succinctly.

Though the rewards of teaching are considered to be few, surely they must be intense. When a child's eyes light with comprehension, when a small boy or girl is bursting with excitement because he or she has found the answer, when you are suddenly aware that either by design or chance you have said something which has put into a child's hand a key which will open what for him is an important door; **then all the drudgery, the weariness, the discouragement and cynicism, which are so often a teacher's lot, are forgotten in the moment of realization that you have set a light in the darkness!**

Ilka Chase

It's . . . ELECTION TIME!

Elizabeth F. Noon

We're Choosing a President! Take This Opportunity to Present the Story of Our American Elections

Dubois the Drake

It's election time and for weeks you have been hearing about Stevenson and Eisenhower. Your pupils have questioned you over and over again about which man is your candidate. How can you capitalize on their interest without encouraging prejudice?

When our government sets up an election it is fulfilling its obligation to the citizens as established by the Constitution. When the voters go to the polls they are taking advantage of their rights as citizens in a free land. Therefore, the school should not let election time pass without taking advantage of the opportunity to show boys and girls how democracy works, to point out the safeguards set up to guarantee a fair election, and the rules that govern choosing a president.

As a wise teacher, you will steer away from campaign issues. Actually, the platforms of the major parties coincide in many respects. Issues are not clearly defined, and even if they were, few would be suitable for consideration at the elementary level.

The Candidates

The personal qualities of the two candidates of course will come up for discussion. Both men have outstanding records of public service and both were drafted by their parties to run for office. Therefore, the normal hero worship that accompanies presidential candidates can be capitalized upon in the classroom. Qualities of leadership and the requirements for a good president should be discussed.

Discuss the vice-presidential candidates, too. Children should realize that vice-presidents are important, in national as well as in their own classroom elections. Some day one of these men may need to take over the office.

Geography can be learned by following the speaking schedules of the candidates. A large bulletin board for clippings and a big United States map will be invaluable to fix cities with states, and states with neighboring states, in your pupils' minds.

Electoral College

A study of the electoral college, by itself, is uninteresting, but presented in conjunction with our national election it can have real meaning. Research should be done to establish why the electoral college was originally written into our election system. Debates and discussions can appraise its present value.

Children will hear about the electoral college on radio and television, and you can help them understand it. If they see sample ballots, they will not understand the long list of names unless an explanation is made. Don't fail to present this part of the election story.

Registering

The difference between primary and general elections can also be taught at this time. Children can be shown that registration, often overlooked by adults, is an important safeguard of our American freedom. It was provided to avoid illegal voting, or stuffing the ballot boxes.

The Boy Scouts in many areas are conducting a campaign to get adults to register so they can vote. This is a worth-while activity for your classroom. Make a large "Parents Registration" chart and list each pupil's name. Aim to have the parents of each register. Children may want to call upon other adults in the community to make sure they also register. The class should be told about absentee voting and how ballots are obtained. Some members may have brothers or fathers in service. They should know that these fighting citizens need not be deprived of their voting privileges.

Qualifications for a voter and the length of time required to establish residence should be listed. A committee can call on the local judge or commissioner of elections to verify this information and obtain instructions for voters.

Elections

Your community may use voting machines or ballots, but the children should know how the elections are conducted, the people in charge, and their respective duties including the watchers from both parties who are stationed at the polls.

Sample ballots are usually available and can be examined in the classroom. Throughout this activity the pupils should realize that voting is a privilege. Respect for the election procedure should be developed.

Duties and Succession

Although elementary children are not ready for a complex study of government, they can understand the duties of the president and vice-president and learn who would succeed them if both were unable to serve the country as chief executive.

Checks and Balances

In the upper grades, the work of the legislative, executive, and judiciary branches of the government can be indicated on a chart showing the respective checks and balances of each department. Discuss the work of each.

They can see that the President *chooses* his cabinet but that it is *confirmed* by the Senate. They can understand that though the Senate *passes* laws, the President has the right of *veto*. The procedure of impeachment and the checks of the judiciary over the legislative department can be explained.

In explaining these checks and balances, use a positive approach. Children often get the idea that our government is three separate departments, each pitted against the others. They should understand that the three branches work together and only in a few cases have the checks been applied by one department against another.

School Election

Suggestions for setting up a school election are given on page 37. If the children have a thorough background of information, the school election will climax your study and impress upon them the careful methods employed in conducting elections by free people. In the process of going to the polls (set up in the school hall), signing the election sheet, going into the booth and marking the ballot, and placing it in the ballot box, they will have their first taste of how American democracy works.

When election day is over, your class and your school will have had a worth-while experience. Later, when the children meet more American history in higher grades, they will be better prepared for it after experiencing the privilege of voting as guaranteed by the Constitution of the United States.

Getting Ready for Your School Election

ELECTION DAY
NOVEMBER 4TH

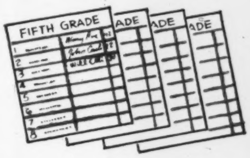
When you conduct your election it will have added meaning if practices used in real voting are observed. Rather than constructing a play voting machine, use ballots —they are more effective with children.

Prepare for your election day by an election discussion or assembly with all the classes who are voting. Probably fourth-graders and above are old enough to take part in the election. This is a good school activity—let the children campaign to their hearts' content, but when election day comes, see that it is conducted with dignity and respect.

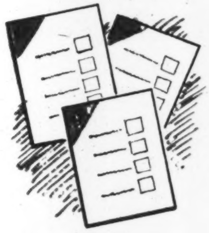
Making It Seem Real Will Leave a Lasting Impression of How Democracy Works

Preparing the voting lists comes first

A committee should be selected to prepare the "official lists of eligible voters." This should be done by classes for easy handling, and the lists duplicated for the election officials. If they are typed, they should be double-spaced. When the child comes to vote, he gives his name and grade. His name is located on the list and he signs beside it as proof that he is voting. Then he is issued his ballot.



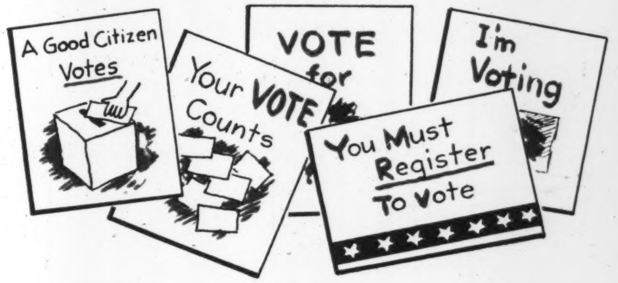
Another committee should make the ballots



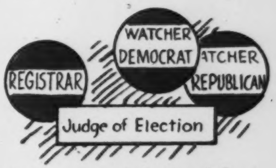
The ballots should contain the names of the candidates of the two major parties. In addition, you may have several school issues to vote on. A committee can prepare and duplicate the ballots. They should be numbered in the corner and the number recorded beside the signature as the voter signs the registration sheet.

Meanwhile, campaign posters are in style

In every free moment, your children will probably be making posters and banners to publicize the election. Most of them will be displayed at school but posters urging people to vote can be placed in store windows. Don't give prizes for the best posters—let the campaign be its own motivation.

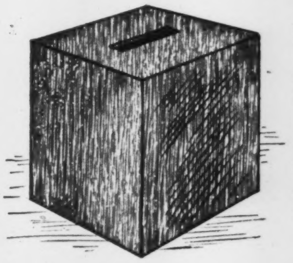


Badges should be made



A judge of elections, one registrar for each grade, and one watcher from each party are the minimum crew needed. If your polls are open before school, at recess, and during part of the lunch hour, three separate groups can be used. The election officials and the watchers should all have badges marking their positions.

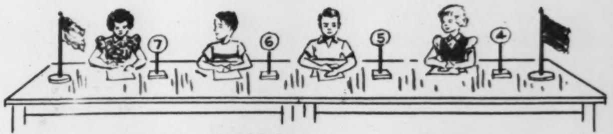
Prepare sturdy ballot boxes



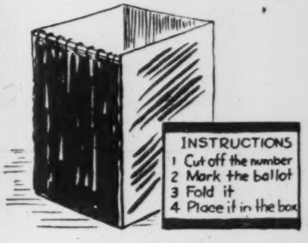
Stout cardboard cartons will serve as ballot boxes. They should be sealed, and have slits wide enough for the ballots to be inserted easily, but narrow enough so a child cannot put his hand in. They can be covered with paper and each labeled "Ballot Box." After the polls close, the boxes should be opened only in the presence of all election officials.

Set up election headquarters with voting booths

The hall, cafeteria, or library makes a good voting place. A long table, chairs, and voting booths are needed. American flags should be on display. Signs marking the grades will enable the voters to find their proper registrar more quickly.



The voting booths should be "really private." A committee can use old curtains to construct them. Each booth should contain a small table, with a pencil and scissors tied to it. A sign should be plainly displayed to give the voters instructions. Lights in the booths will make them more attractive.



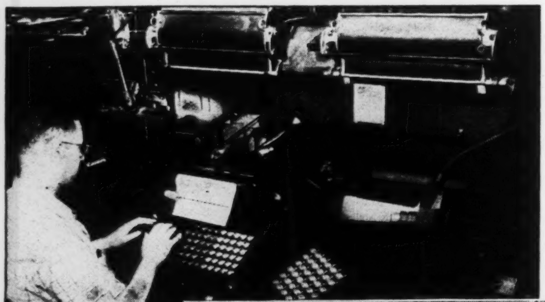
BOOK WEEK NOV. 16-22

HOW BOOKS ARE

1

An author writes a story and an artist draws pictures for it. Then what happens? Do you know how a publisher makes them into a book?

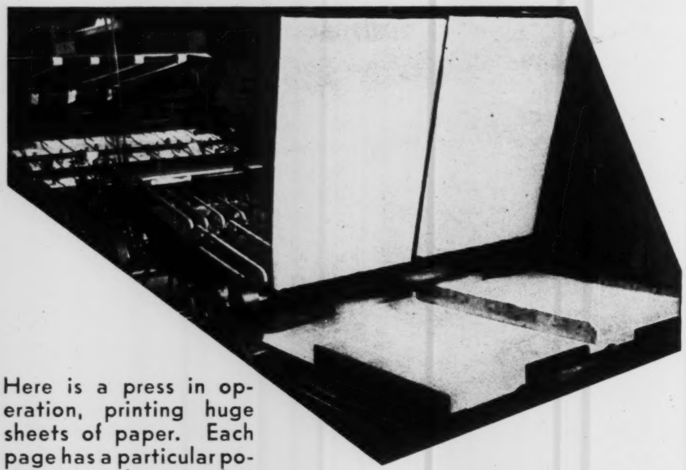
2



The type is set on a linotype machine and put into galleys (shallow trays). Galley proofs are made, and read carefully by proofreaders and by the author, to catch all mistakes.

3

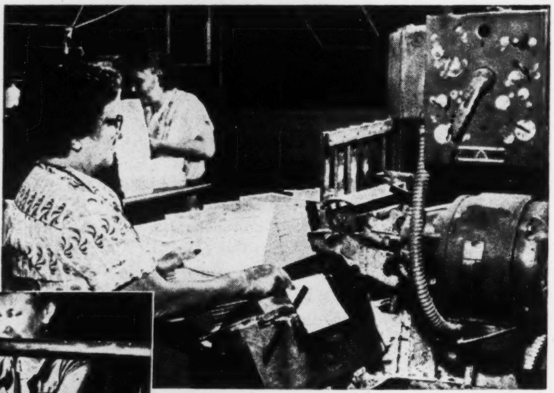
7



Here is a press in operation, printing huge sheets of paper. Each page has a particular position on a sheet, so that when the sheet is folded all the pages will be in the right order. The large automatic folding machine makes the sheets into 16- or 32-page "signatures."

8

9



The gathering machine has automatic fingers which drop the signatures in order as they move along a running belt. Then the stitching machine sews the signatures together.

MADE

The Story Behind Things We See Every Day

These photographs are used by courtesy of Doubleday & Company, Inc.

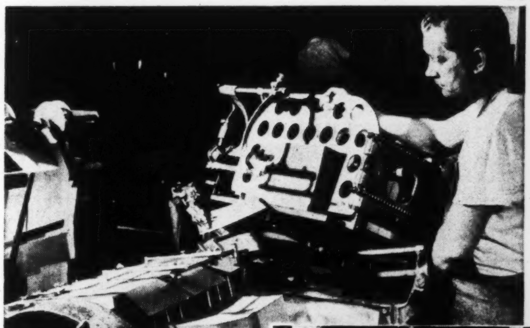
4

5

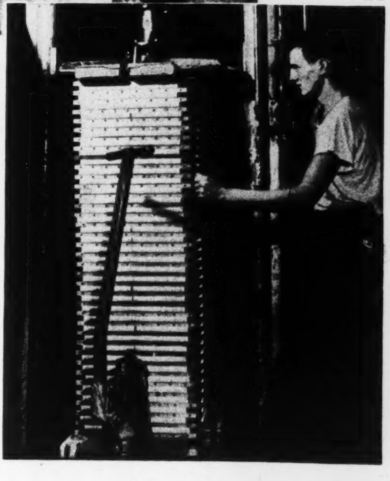
6

After correction, the type is measured off into pages and the illustrations are inserted. Several pages are put in a form. Then the forms go to the foundry where plates are made. These plates are locked into a flat-bed press.

10

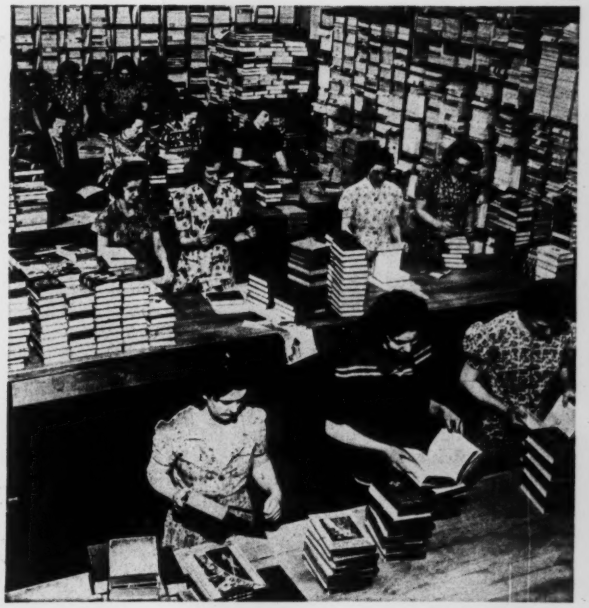


11



The cover of the book is made separately. A stamping press imprints the title. Then the signatures are glued in, and the books are pressed into shape.

12



Finally the finished books are carefully inspected, and the colorful jackets added. At last the author's work is ready for you girls and boys to read at a library or to buy at a bookstore.

Pinkel

A Swedish Fairy Tale

anslated by
MAGDA BRANDON

There was once a widow who had three sons. The mother was fondest of the third son, but his brothers did not like him and nicknamed him Pinkel.

One day the mother said to her sons, "Now you must go out into the world and try your luck. I cannot keep you any longer; you are grown up."

There was nothing the brothers would rather do, and so they set out on their journey.

One evening they came to a large body of water. Far out on the water lay a small island, and from the island a wonderful light shone. They jumped into a boat that lay on the shore, and rowed to the island.

When they landed, they perceived a tiny hut close to the water's edge. The wonderful light came from a gold lantern that stood outside the hut. In the yard walked a large goat with golden horns, and on the horns were fastened small bells that rang melodiously whenever the goat stirred.

The brothers were very much surprised at all this. They were even more surprised when their eyes caught sight of the old woman who lived in the hut with her daughter. Her dress was ragged and dirty, but she wore a cloak that shone like the purest gold. The lads realized that they had come to a witch and not an ordinary person.

The old woman was standing by the hearth stirring in a kettle, and the lads asked her very courteously if they might stay overnight.

The witch did not want them there, and said they should row over the water to the palace that lay on the other side. Then suddenly she peered closely at the youngest brother, and asked, "What are you called, my lad?"

"I am called Pinkel," he said.

"Remain here," said the witch, "where I can keep an eye on you. You look more clever than the others."

Pinkel begged and pleaded to be allowed to go with his brothers. At last, he was permitted to depart. So the brothers rowed away happy that they had escaped.

Early the next morning, the brothers came to a palace. They went in and asked for work. The two oldest obtained jobs as stable boys, and Pinkel became a page to the young prince.

Pinkel was both able and kind, and rose quickly in the king's favor. The brothers were furious when they saw what a favorite Pinkel became, and they made many sinister plans to get rid of him. If he were only out of the way, things would go much better for them at the palace.

One day they went to the king and told him about the gold lantern that shone on land and sea.

The king listened to them, and asked, "Where is the lantern, and who can get it for me?"

"That our brother Pinkel alone can do," said the wicked brothers.

The king sent for Pinkel. "If you can get me the gold lantern that shines over land and sea, I will make you the first man at court," he said.

Pinkel got a boat and rowed over the water. In the evening, when he arrived, the witch stood stirring something in a kettle.

Pinkel carefully climbed to the roof and threw a handful of salt down the chimney so that it fell into the kettle of porridge. When the witch began to eat her porridge, she could not understand why it had become so salty. Finally she told her daughter to go to the well for water that they might make fresh porridge.

"How can I go to the well when it is so dark outside?" asked the daughter.

"Take the gold lantern," said the witch angrily.

The daughter took the gold lantern and went to the well. But when she bent over the well, Pinkel was not slow. He seized her by the legs and threw her headlong into the water, took the gold lantern, and rowed off.

The witch thought it took her daughter a long time to get back, and when she peered out of the window, she saw the lantern shining 'way out on the lake. Running down to the shore, she called out, "Is that you, Pinkel?"

"Indeed, it is I," said Pinkel.

"Have you stolen my lantern?" she asked.

"Indeed, I have," answered Pinkel from the lake.

"Are you not an impudent tramp?" she asked.

"Indeed, I am," replied Pinkel.

Then the witch began to complain and to wail. "If you come back again, you shall not escape, that I promise you," she said.

Pinkel arrived safely at the palace with the gold lantern, and the king made him the foremost man at court.

When the brothers heard how well it fared with Pinkel, they became even more furious, and began to speculate on how to get rid of him. One day they went to the king and told him about the beautiful goat with horns of brightest gold, and about the small bells that rang whenever the goat stirred. The king asked where it could be found, and who could obtain it for him. The brothers answered that only Pinkel could accomplish that.

The king sent for Pinkel and told him what his brothers had said. "If you can obtain the goat for me, you shall receive a third of my kingdom," he said.

Pinkel promised to do the best he could, and that satisfied the king.

When Pinkel arrived on the island, it was evening, and very dark. There was no lantern any more. He schemed a long time on how to get hold of the goat, for the animal lay in the witch's hut every night.

When it was time to retire, the daughter, as usual, went to bolt the door, but Pinkel lay in wait outside, and placed a piece of wood in the back of the door so that it could not be closed and bolted.

The daughter strove and struggled in vain. Finally the witch called out that the door could stay open during the night. They would see what was in the way in the morning.

In the night, when all slept, Pinkel sneaked into the hut and toward the goat that lay before the hearth. Pinkel stuffed hay into the bells so that they could not ring, and then he carried the goat to the boat. When he was far out on the water, he took the hay out of the bells, and they rang clear and loud every time the goat stirred.

Then the witch awakened. She ran down to the shore shrieking furiously, "Is that you, Pinkel?"

"Indeed, it is I," replied Pinkel.

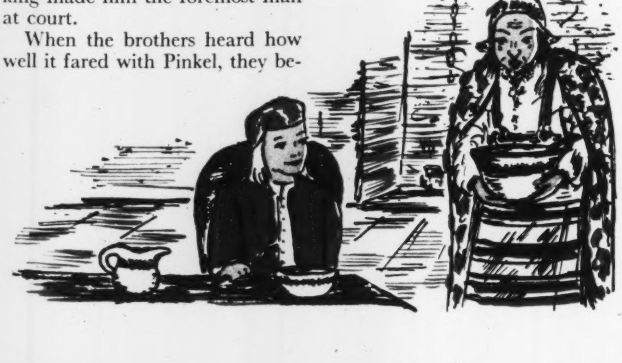
"Have you stolen my goat with horns of gold?"

"Indeed, I have!"

"Are you not an impudent tramp?"

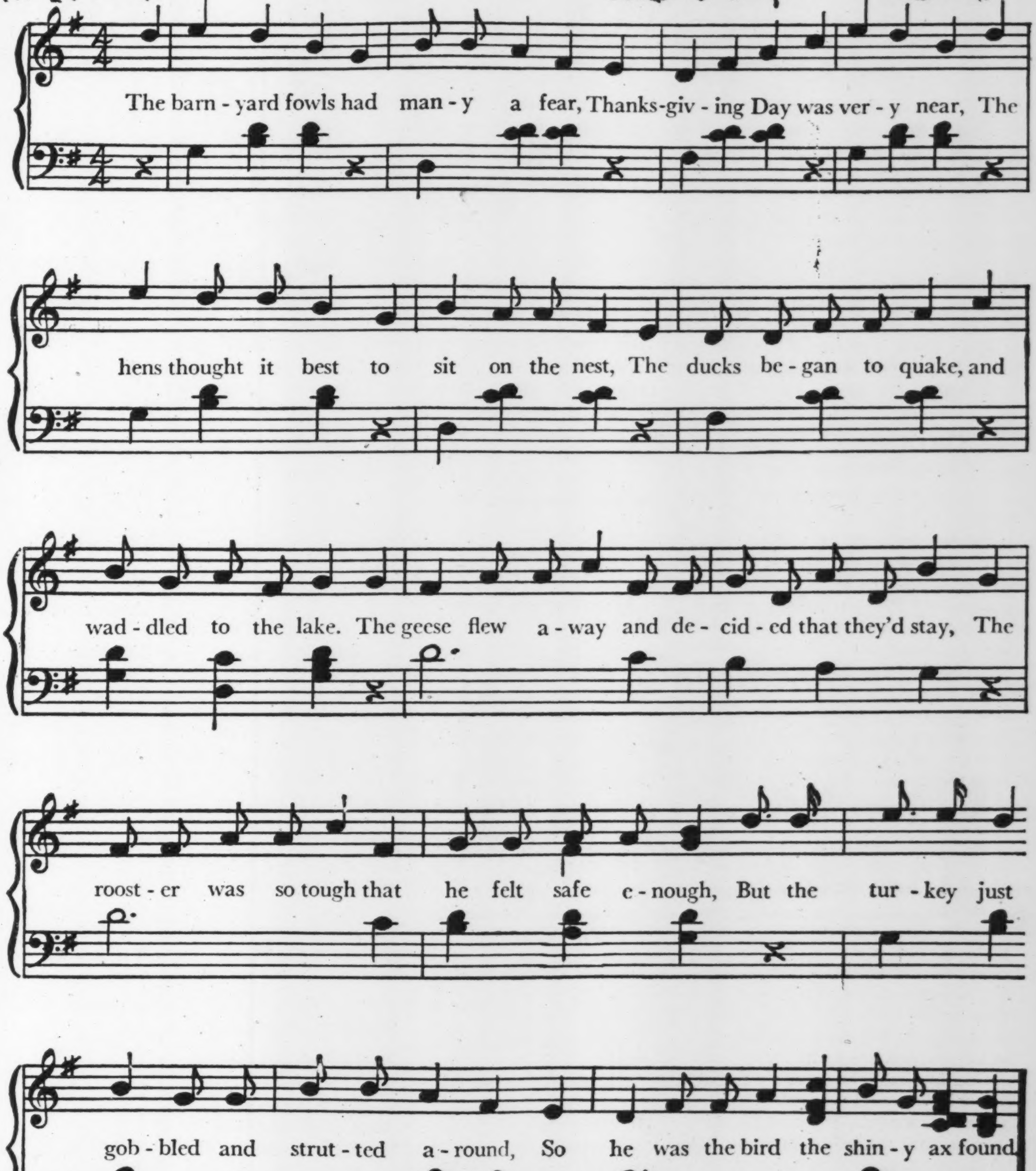
"Indeed, I am," replied Pinkel.

"Oh, how foolish I was!" she complained. *(Continued on page 88)*

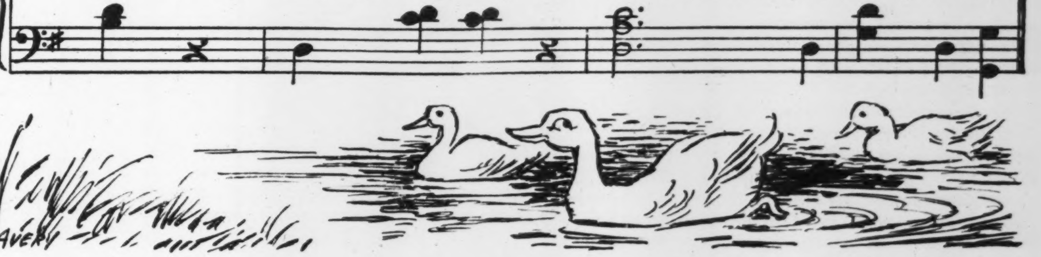


Barnyard Jitters

Words and Music by Velda Blumhagen


The barn - yard fowls had man - y a fear, Thanks-giv - ing Day was ver - y near, The
hens thought it best to sit on the nest, The ducks be - gan to quake, and
wad - dled to the lake. The geese flew a - way and de - cid - ed that they'd stay, The
roost - er was so tough that he felt safe e - nough, But the tur - key just
gob - bled and strut - ted a - round, So he was the bird the shin - y ax found.

RALPH AVERY



POEMS *for this month*

VOTE
HERE
HISTORY

Falling Star

Revah Summersgill

One night I saw a falling star,
Falling fast, falling far.

I wondered where a star could go
When it started falling so.

I couldn't think of a place at all
Where stars might go to when they fall.

But now I know, I've found just where—
The pond is full of them shining there!

They Found a Home

Thanksgiving Choral Reading

Helen Ramsey

HIGH VOICES—
Many, many years ago,
In a land across the sea,
Stout-hearted Pilgrims sought to find
A place of liberty—
MEDIUM VOICES—
A place where they might worship God
In calm tranquility.
LOW SOLO—
They learned about America
Across the ocean's foam,
Where there was room for everyone
And they could find a home.
HIGH VOICES—
And so the Mayflower set sail,
Though dangerous waves dashed high,
Lashing the boat, while lightning flashed
Across the distant sky.
MEDIUM VOICES—
But on and on the small bark sailed
Till a harbor loomed near by.
LOW SOLO—
Then spake the Pilgrim governor:
"No longer need we roam,
For God has brought us safely through,
And we have found a home."
HIGH VOICES—
The first year passed, and some were ill,
And some from hunger died.
Many indeed were the dangers there;
Many brave hearts were tried.
MEDIUM VOICES—
But all worked hard to plant the crops,
Till all needs were supplied.
LOW SOLO—
They held a great Thanksgiving then,
From dawn to evening's gloam.
Their hearts were filled with gratitude,
For they had found a home.

True Tales

Isla Paschal Richardson

Our grandmother tells us the loveliest tales
Of fairies and Indians wild.
But the ones we love best are ones that begin:
"When I was a little child."

Best Season

Alice Whitson Norton

I love the spring when flowers bloom,
And summer with its sweet perfume;
I love the rainbow-tinted fall.
But winter I love best of all
When little children glad and gay,
Among its wonders romp and play.

The Cobbler

Eleanor Alletta Chaffee

Crooked heels
And scuffy toes
Are all the kinds
Of shoes he knows.

He patches up
The broken places,
Sews the seams
And shines their faces.

Adventuring

Ida Tyson Wagner

Sometimes I curl up
All snug in a chair
With a story book,
But I'm not really there!

I'm the white-plumed knight
About whom I read,
Rushing to rescue
Some princess in need.

Again, I'm a goose girl,
Or come-to-life toy,
A pirate or just
An adventuresome boy.

But when I get sleepy
And it's time for bed,
I'm glad to be
Just me instead!

We Are Americans

Martha Lavinia Rogers

We are Americans,
Good, kind, and true!
We love our country's flag,
Red, white, and blue.

Minnie

Eleanor Farjeon

Minnie can't make her mind up,
Minnie can't make up her mind!
They ask her at tea,
"Well, what shall it be?"
And Minnie says, "Oh,
Muffins, please! no,
Sandwiches—yes,
Please, egg-and-cress—
I mean a jam one,
Or is there a ham one,
Or is there another kind?
Never mind! Cake
Is what I will take,
The sort with the citron-rind,
Or p'r'aps the iced one—
Or is there a spiced one,
Or is there the currant kind?"
When tea is done
She hasn't begun,
She's always the one behind,
Because she can't make her mind up,
Minnie can't make up her mind!

Thanksgiving Prayer

Mai Le Roi

We thank thee, Lord, for this glad day.
We give thee thanks, and hope and pray
That years from now and come what may
We'll always have Thanksgiving Day.

This world has seen vast troubles brew
Since Pilgrim Fathers tried and true
First sat about a harvest board
And offered thanks to thee, Dear Lord.

But through the years of toil and pain
Each year our faith renews again
When thankfully we gather 'round
A table where rich foods abound.

And then with heads bowed low we pray:
"Oh, thank thee, Lord," we humbly say,
"For life and health and food," we sing.
"Thank thee, Lord, for everything."

But most of all this year we say,
"Great thanks, kind Lord, on this glad day
For freedom and the right to stand
And sing of God in this great land!"

America's Answer

R. W. Lillard

Rest ye in peace, ye Flanders dead,
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders Fields.
Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taugh
In Flanders Fields.

Permission to reprint these poems has been obtained from the following: the author, for "Falling Star"; the author, for "They Found a Home"; the author, for "True Tales," originally entitled "The Stories Grandmother Tells" in *My Bed Time Game* published by Story Book Press; the author, for "Best Season"; the author, for "The Cobbler," originally published in *American Junior Red Cross News;* the author and *The Christian Science Monitor,* for "Adventuring"; the author, for "We Are Americans"; J. B. Lippincott Co., for "Minnie" from *Eleanor Farjeon's Poems for Children,* copyright 1951 by the author; the author, for "Thanksgiving Prayer."

BINKIE BOOK

WINIFRED ALFORD

BINKIE was a jolly little book—new, blue, full of happy adventures, and just bursting at the seams to be read.

A little girl turned Binkie's pages. "I want this one," she said to her friend. "It's all about Binkie Book and it has wonderful pictures." Then she took him to the desk to have her card marked. It was the first time out for Binkie Book.

Binkie was glad, and he felt that soon he would be in a home. The little girl would curl up in a chair and read all his wonderful happy adventures. But, no, she went to the show first.

The little girl tucked Binkie down in the seat beside her. After the show she went home and never thought about her book from the library.

He fell to the dusty floor, and was kicked around by hurrying feet until his bright blue covers were dull with dirt. Peter the Sweeper picked him out of the aisle. Peter turned Binkie Book in at the ticket wicket.

There he was tossed into the Lost and Found Box and almost smothered by mittens, ear muffs, caps, and scarfs.

Three days later a boy asked at the ticket wicket for Binkie. "My kid sister lost a library book. It's called *Binkie Book*. Did she leave it here?"

Someone reached into the Lost and Found Box and pulled Binkie out. How glad he was!

It was raining. The boy pushed Binkie into his slicker pocket. Then he started out on his paper route. At one place the boy took Binkie from his pocket and put him on the veranda railing while he dug in his pocket for change.

The raindrops were cold. They landed with a hard, smart sting. Binkie was worried. Still, the adventures and pictures inside were dry and clean and waiting to be read. So Binkie cheered up.

The boy reached for him, but instead he knocked Binkie off the railing. He fell into the mud.

After the boy picked him up, Binkie thought he would be put back into the dry pocket, but he was too dirty. The boy laid him in the basket on the handlebars of his bicycle. The raindrops danced all over Binkie.

"Here's your library book, Sis," the boy said when he got home. He gave the little girl the dirty water-soaked Binkie Book.

"That can't be my lovely new library book." The little girl sat down and cried. "Nobody could read it."

"It got rained on," said the boy.

"I can't take that book back to the library. They'd never let me take out another!" cried the little girl. "It's all your fault."

"It is not!" said the boy. "The book was already dirty and the cover torn when I picked it up at the ticket wicket. You forgot it in the first place."

Mother came in to see what the fuss was about. "The book will have to be paid for," she said.

"I'll pay for it out of my paper money," said the boy. "I guess I'm not as careful as I should be with books."

"You may pay half," said Mother. Then she looked firmly at the little girl. "The other half comes from your allowance."

They all looked at the bedraggled Binkie Book.

"The book is ruined," Mother said sadly. "Throw it away."

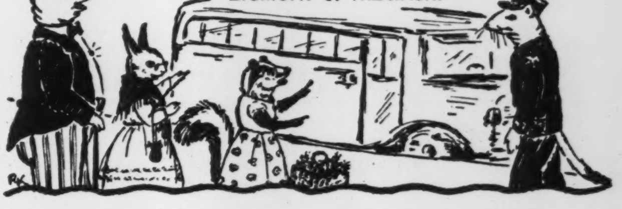
The boy picked up Binkie Book and dropped him into the wastepaper basket.

But the little girl lifted him out again. "I'm going to keep the Binkie Book, Mother, to remind me never to be careless with another book."

Now Binkie Book sits contentedly in his place on the little girl's bookshelf. He has a wonderful chance to see how carefully she looks after her other books.

The Wilbert Weasel Way

ZIGMUNT J. TRZCINSKI



DAY after day, Wilbert Weasel made the same trip from Turnip City to Spinachville and back again. He was growing tired of driving his rickety old bus. He wished he could drive a fine big bus to California.

As Wilbert waited for his passengers on the corner of First and Main streets, a large white bus zoomed past. The large bus had a picture of a blue bird painted on the side. Across the back of the bus, blue letters spelled out the words: GO ALL THE WAY—THE BLUE BIRD WAY—TO CALIFORNIA.

Wilbert Weasel was envious of the Blue Bird bus driver. He repeated the words out loud. "Go all the way—the Blue Bird Way—to California."

"California, indeed!" said a voice in his bus. "Mr. Weasel, wake up. It's time we started for Spinachville."

Wilbert Weasel turned around and saw it was Mrs. Rebecca Rabbit who had spoken. She rode his bus every day to visit her daughter in Spinachville. Wilbert also saw Winifred Woodchuck. She was a stenographer for a lawyer and rode to work in Wilbert's bus every day. Mrs. Suzie Skunk was in the bus too. Mrs. Skunk had ridden to Turnip City this morning with her son to do her shopping.

Wilbert noisily shifted gears and his bus started to move. He had driven to Spinachville so many times that he could have driven with his eyes closed. But instead, he kept his eyes open, like the Blue Bird bus drivers.

Driving a little farther down the road, Wilbert saw a long black car parked in the ditch. The Mayor of Turnip City, Mr. Pribly Pig, was frantically waving for the bus to stop.

Wilbert stopped the bus and opened the door. He asked, "Has your car broken down, Mayor?"

"Yes," answered Mayor Pig. "And it won't be repaired for another week."

"Why not ride with me?" said Wilbert Weasel.

"I suppose I'll have to ride this ramshackle bus," granted Mayor Pig. "There's no other way."

This made Wilbert feel worse than ever. Right then and there, he made up his mind to quit driving his rickety old bus.

First he drove his passengers to Spinachville. In the late afternoon he returned to Turnip City. He parked the bus on the corner of First and Main.

Early the following morning, Wilbert Weasel went to the office of the Blue Bird Bus Company. Across the door a sign said: GO ALL THE WAY—THE BLUE BIRD WAY—TO CALIFORNIA.

"That's what I'm going to do," said Wilbert Weasel. He went straight to the desk of the manager, Mr. Otto Owl.

"I want to be a Blue Bird bus driver, Mr. Owl," said Wilbert.

"Very good, very good," said Mr. Owl. "How much driving experience have you had?"

"I've driven the Turnip City to Spinachville bus for over a year."

"Ho, ho," laughed Mr. Owl, "that's not enough experience."

"You mean I don't get the job?" asked Wilbert. "I can't go all the way—the Blue Bird way—to California?"

"I'm sorry, but you don't have enough experience," Mr. Owl repeated.

Wilbert Weasel was very disappointed when he left the Blue Bird Bus Company Office. He walked to a park on Second and Main streets and sat on a bench.

A little while later, Wilbert Weasel became curious. Why had a crowd gathered at the corner of First and Main streets? He started walking in that direction. As he came nearer, the crowd cheered. They were all waiting to get on his bus.

"There he comes," said Suzie Skunk. "I have to get to Spinachville with these groceries before noon."

(Continued on page 100)

ALL'S WELL THAT ENDS WELL

Mabel Betsy Hill

RALPH AVERY

SEVEN-YEAR-OLD Charity stood at the cabin door watching her mother and father as they disappeared into the big woods at the edge of the clearing. Holding her hands were the not-quite-four-year-old twins, William and Thomas.

Every once in a while Father made a trip to the nearest hamlet, ten miles away. It was quite a distance for a man to walk and draw the heavy handmade sledge loaded with corn and vegetables to be exchanged for a few necessities at the general store. This time Mother had gone too. She had never left the children alone before, but she did want to see Grandmother, who lived in the settlement with Uncle Amos.

On this trip Mother hoped to get cloth for much-needed garments, and she had promised Charity that, if there was any red cloth at the store, she should have some for a new dress. It was seldom that any material gayer than gray or brown was shipped to the colonies from mills in England, but Charity had seen a red dress and she often dreamed of having one of her own.

Mother had hesitated about going, but Charity had said, confidently, "As if I couldn't look out for the twins, and put food on the table! I'm nearly eight."

Last year when Mother made her trip to see Grandmother, the children had gone too. Knowing that the twins would need to ride on the sledge nearly all the way, Father had taken only a little corn. This time he had a large load to draw to market.

Charity felt the warm little hands clutching hers and she knew that the twins felt a bit forlorn. She hoped the day would pass without trouble, for she had no one to turn to. Their nearest neighbors were miles away. She reminded herself that nearly all the Indians were friendly and that only a few wild animals ever approached the clearings. She would take the twins inside and lock the cabin door at the slightest sign of danger.

"Come on, Billy and Tommy, we'll play tag!" Charity said. The boys whooped joyously. Their sister didn't often call them Billy and Tommy. Nicknames were frowned upon in Massachusetts Bay Colony. This was only a few years after the first brave people had come to our bleak coast to start a new life. But Charity thought the names William and Thomas didn't suit her chubby, rosy-cheeked brothers with their heads of golden curls.

It was a hot day, and the children raced about until they were glad to settle down in the shade of an enormous oak tree.

"Now tell about Toby," ordered Tommy. Charity began the tale about the little dog that Mother had when she was a girl in England. Mother had told the story often. They knew Toby had a shiny brown coat, a pointed nose, and a tail that curved over his back. On the crude mantelshelf in the cabin was a drawing of her pet that Mother had made on a piece of wood with a sharp chunk of charcoal from the fireplace.

The twins listened eagerly as Charity told how Toby could sit up and beg, about the time he was lost, and about the day when the bee stung his nose.

When Charity had told all the stories, William said he was hungry. Charity got up and looked at the wooden sundial fastened on the cabin near the door. It was almost noon, and time to eat.

"Now, William and Thomas, you sit on the doorsill while I fix the dinner," said Charity in a grown-up way.

"Yes, Cha-ty, we will," they said.

In a few minutes the meal was ready. "Come, boys!" Charity called. There was no answer!

She looked quickly at the doorway. The two chubby, yellow-haired figures were gone.

At first, Charity wasn't alarmed. They were always obedient little boys, and were sure to be close by. When she had gone around the cabin without finding them, she *was* alarmed. They hadn't had time to go far, but her first thought was of the river. She raced down there, calling loudly. She ran toward the woods back of the cabin, shouting, "Billy! Tommy!" Where *could* they have gone in such a short time?

Maybe a bad Indian had crept up and taken them away! Still she hadn't heard a sound, and the twins had good loud voices, as Charity well knew. She ran on and on, panic-stricken. She fell down, tripped over roots, and a sharp branch made a long scratch on her cheek. On she went with no idea where she was. "Billy! Tommy!" she screamed.

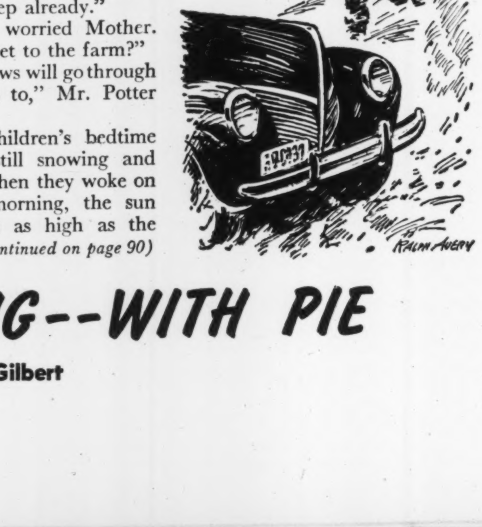
After what seemed ages, she thought she heard, "Cha-ty!" faintly, in the distance. Then she heard clearly, "Cha-ty! Toby!"

At last she saw them. Something with brown fur was in William's arms, and there was another child with them—a little Indian boy smaller than the twins. Charity ran to them.

"Look, Cha-ty! Toby came home right up to the door," William said, "but he ran away again. So, we chased him and caught him."

(*Continued on page 92*)

STORIES FOR MIDDLE GRADES



THANKSGIVING--WITH PIE

Nan Gilbert

IN THE Potter family, all was hustle and bustle and hurry and flurry. It was the day before Thanksgiving, and Mrs. Potter and Mr. Potter and Polly and Peter (even Butch, the Potters' cocker spaniel) were busy helping make the Thanksgiving pies.

Mr. Potter helped by bringing a big sack of groceries from town—flour, cinnamon, nutmeg, pumpkin, raisins, apples. Peter helped by unpacking the groceries and setting everything where Mother could reach it handily. Polly helped by getting out the mixing bowls, flour sifter, spoons, and measuring cups. Butch helped by scrambling under everybody's feet, licking up raisins and other things that dropped to the floor.

And Mrs. Potter helped most of all by sifting and stirring and rolling and popping one pie after another into the oven—mince and pumpkin and apple and cherry.

Polly and Peter and Mr. and Mrs. Potter and Butch were going to spend Thanksgiving day at Grandfather's farm, fifty miles away. All the uncles and aunts and cousins would be there, too—dozens of them. Grandma was roasting the turkeys, but each visiting family was bringing some other part of the dinner, and the Potters had promised the pies.

"Make plenty of mince!" Polly urged, bouncing in excitement as the wonderful smells began coming from the oven.

"No, no, more pumpkin!" shouted Peter. "I don't know why anyone wants mince!"

"Huh, don't know why anyone wants pumpkin!" sniffed Polly.

"I'm making plenty of both," said Mother.

Mr. Potter came in from shoveling snow off the porch. There was snow on his overcoat and in his galoshes, and a frosting of snow on his hat. "Snow's still coming down," he said. "Must be six inches deep already."

"Oh, dear!" worried Mother. "How will we get to the farm?"

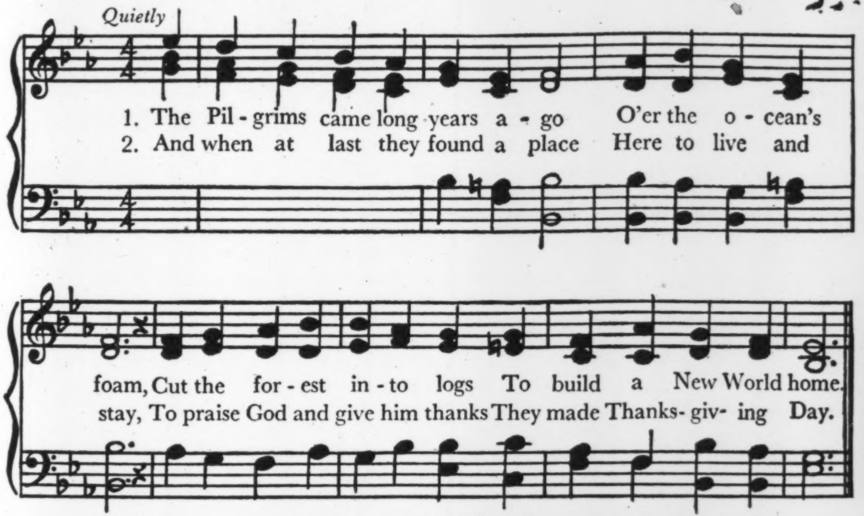
"The snowplows will go through before we need to," Mr. Potter said.

When the children's bedtime came, it was still snowing and blowing. But when they woke on Thanksgiving morning, the sun shone on drifts as high as the windows.

(*Continued on page 90*)

The Pilgrims

Words and Music by Elizabeth G. Delaney

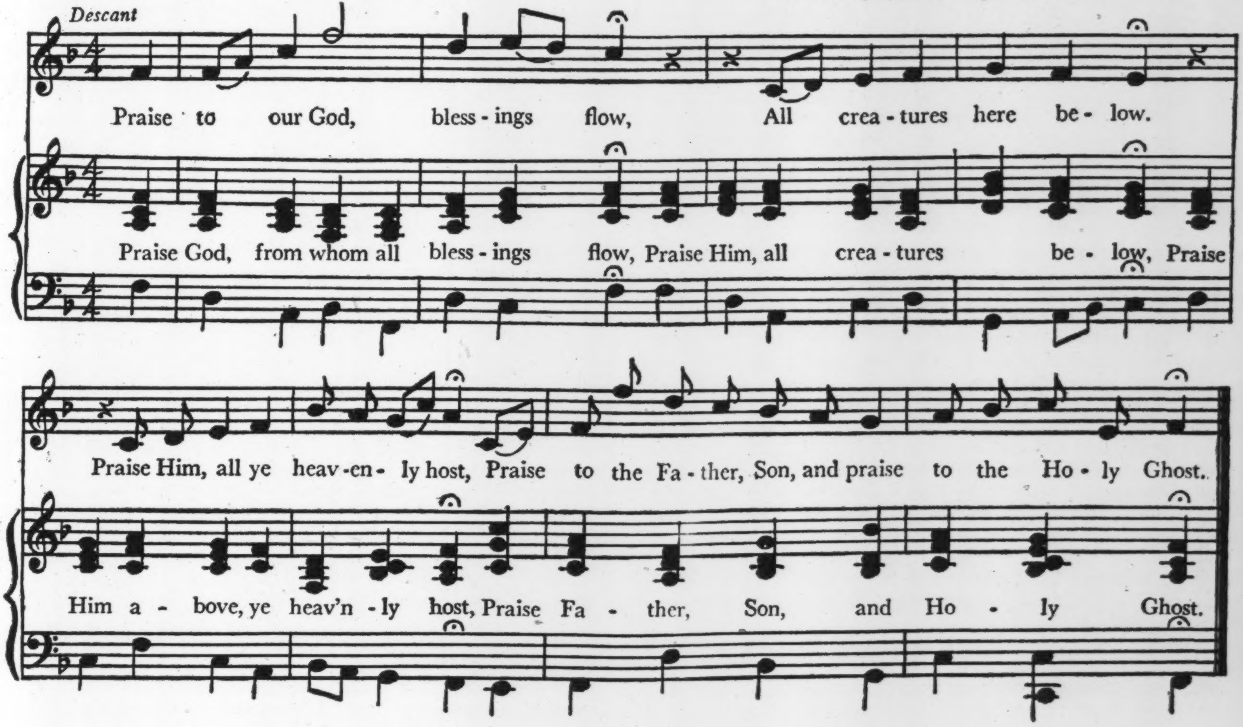

Quietly
1. The Pil-grims came long years a-go O'er the o-cean's foam, Cut the for-est in-to logs To build a New World home.
2. And when at last they found a place Here to live and stay, To praise God and give him thanks They made Thanks-giv-ing Day.

RALPH AVERY

Old Hundredth

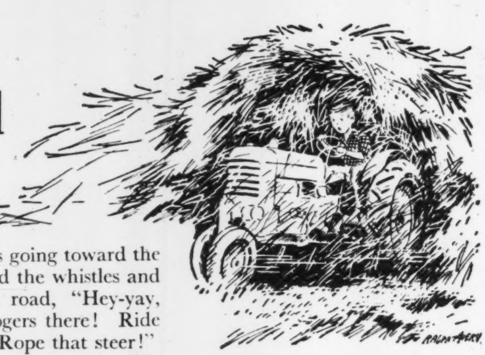
The tune of this doxology, or hymn of praise, was first an old French love song dating back to 1550. In this early form, it was sung in a quick lively manner, and was thought to be "a jocund air." Somewhere during the eighteenth century the tune took on its "new" character of solemnity and dignity. Today it serves as the offertory hymn in many churches.

Edited and Arranged by Elva S. Daniels


Descant
Praise to our God, bless-ings flow, All crea-tures here be-low.
Praise God, from whom all bless-ings flow, Praise Him, all crea-tures be-low, Praise
Praise Him, all ye heav-en-ly host, Praise to the Fa-ther, Son, and praise to the Ho-ly Ghost.
Him a-bove, ye heav'n-ly host, Praise Fa-ther, Son, and Ho-ly Ghost.

Responsibility—A Big Word

NAN GILBERT



"RE-SPON-SI-BIL-I-TY," carefully spelled Peter, his blue eyes tightly closed so he couldn't see the dictionary page. It was a big word all right, and there wasn't much chance the teacher would get up to one that size. Still, you never could tell. When there were only two or three left in a spelling match, she was apt to jump right out of the sixth-grade book.

"Petey!" Mrs. Vanderberg's voice suddenly rang out. "Your supper's getting cold."

Peter frowned. "Mom, for cryin' out loud, will you quit callin' me that? Peee-teeee! Gosh!"

"Ah, now, you're still my little boy!" and his mother laughed to see his angry frown. "Come, so many words you know now you'll spell down the teacher."

"Well, I'd better," Peter muttered. Only by some amazing feat like that could he hope to erase the laughter that followed him around the schoolyard these days. "Oh, Peeteee, have you mowed down any haystacks today?"

It happened 'way back in September but even though it was now mid-November, nobody had forgotten—not the kids, nor his brother Dirk, nor his father.

Ever since Peter's tenth birthday, he had teased to drive the tractor. "Too young yet, Petey," his father kept saying, even when he turned eleven.

He kept pestering until Dad finally showed him how to drive the tractor and let him make his first trial run. Boy, was that a day!

Still, he wasn't so enthusiastic about tractor driving that he let it add to his chores. He stayed at school afternoons playing ball when he knew Pa and Dirk were fall-plowing. He always got to the fields by dusk to drive the tractor back to the farmyard.

One evening a half-dozen boys from Peter's school came bicycling past the Vanderberg farm just as Peter was driving the tractor down the lane in low gear behind the cows going toward the barn. He heard the whistles and yells from the road, "Hey-yay, look at Roy Rogers there! Ride 'em, cowboy! Rope that steer!"

Peter yelled and waved. Sitting up straighter, he shifted to a higher gear and closed in on the cows. A frisky heifer got nervous about the tractor buzzing near her tail, and she pranced out of line. Peter couldn't resist the opportunity to show off. In a fine sweeping arc, he swung out of the lane to herd the heifer back into line. The startled cows broke into a clumsy trot and came mooing and bellowing into the farmyard like a movie stampede. Nimbly, Peter circled them, swinging the tractor this way and that as though it were Trigger.

He turned to see how this was going over with his friends. Just five seconds of not watching where he was going, and BAM! Something hit him like mattresses falling off a hundred beds. He'd run smack into the old haystack! Hay came down on his head and shoulders and into his mouth and nose. He couldn't reach the tractor controls to shift into reverse; he couldn't yell; he couldn't breathe. He kept grinding deeper and deeper into the dusty, scratchy, solid heap until—

Whoof! In a cloud of dust and floating hay, he burst out the other side! Mom was pounding the big triangle in the yard, Dad and Dirk were coming on the run, and the boys were laughing uproariously.

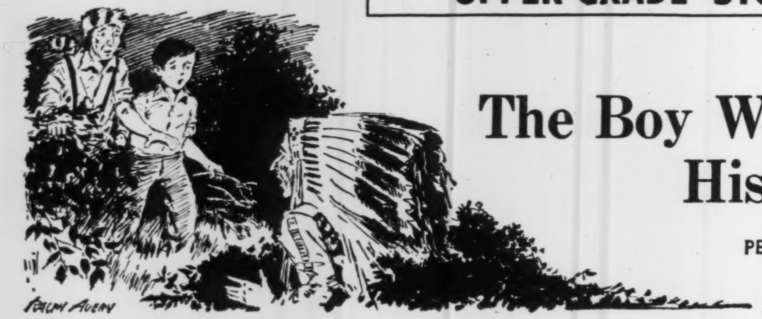
Dad made him fork the hay back into a stack, all by himself. But that wasn't half as bad as going to school the next day! He'd never live it down unless he did something like winning this spelling match and beating Arie Huibregtse who'd been to the state contest in Des Moines.

In the twilight outside the window, Peter could see his father coming from the cornfield. Corn was the Vanderberg money crop. Dad had planted eighty acres this year, but everything had held the corn back—a wet spring, cold summer, the bottom land on which it grew. Not until late August had there been real corn weather. Dad was worried that it wouldn't be dry enough before the winter storms came. If corn were harvested when too moist it would mold in storage. The neighbors, whose fields lay on higher ground, had finished harvesting.

When Peter went out to the big warm kitchen for supper, Dirk was already eating while his eyes were on the open book near his plate. Dirk was in his second year of high school and already captain of a debate team. Peter knew there was a debate tomorrow from the pile of books on the chair beside his brother.

"Dad is out looking at the clouds again," Mom said worriedly. "All day it's either the sky, the weather map, or the forecast on the radio." (*Continued on page 86*)

UPPER-GRADE STORIES



The Boy Who Lost His Name

PEARL ROAM

'TIS Cleng Peerson!" The glad cry broke roughly into the boy's bitter thoughts. Now he pushed aside the pile of beaver skins he was sorting on the puncheon floor and walked to the window. On Fort Snelling's little parade ground, a strange scene was taking place. A group of boys and girls were eagerly crowding after a small dusty man with a faded blue sack over one shoulder.

"But who is he?" asked the boy, turning to the sutler's wife, Jenny King.

Jenny looked up from the pile of choice "winter greased" pelts in front of her and smiled at the orphaned boy she had taken in after the latest Sioux massacre two months ago.

"Cleng Peerson! Why, bless you, lad! Cleng Peerson is the 'walking legend' of our day." She rose and set the iron coffeepot on the grate. "And a truer word could not be said of him. He has walked thousands of miles to find good land for people to farm, but nary a rod has he taken for himself."

Still watching from the window, the boy hardened his jaw as he noticed a little Indian boy join the group. Because of the Indians, he had no kinfolk and no real name.

"Could not the people find their own land?" he asked.

"Not from across the sea," was Jenny's answer, as she bustled about preparing meal cakes for dinner. "He walked fifteen hundred miles from Lake Ontario to the Mississippi and back again. Then he sailed to the old country and brought his people across the ocean and through the wilderness to the land he had picked for them."

Jenny stopped in her work long enough to glance out of the window. "Perhaps he will tell you about the Fox River settlement of Norwegians and the other colonies of Quakers, Danes, Icelanders, and Swedes that he started," she said.

"Then he will come here?" asked the boy, with stirring interest, as he returned to his work. "Please let me serve him in the store, Jenny," he begged.

Jenny pushed back a wisp of graying hair. "Bless you, boy. He won't be buying of our stock. Cleng Peerson has no money. He comes here to exchange news and bring messages—and tell stories."

It was in the boy's mind to ask how the wanderer lived, when a hubbub of voices arose in the outer room where supplies for the army post were traded.

The boy opened the door to find there the little man surrounded by his admirers. One of them sat astride his thin shoulders and rumpled the sunburned hair on his forehead. It was the Indian boy.

Cleng Peerson smiled impishly, his head hanging on one side, his cap crushed in his hand.

"Good morrow, Cleng," Jenny greeted him.

"Good morrow, good Jenny," he said gaily, and looked around for something. (*Continued on page 85*)

NOVEMBER

1952

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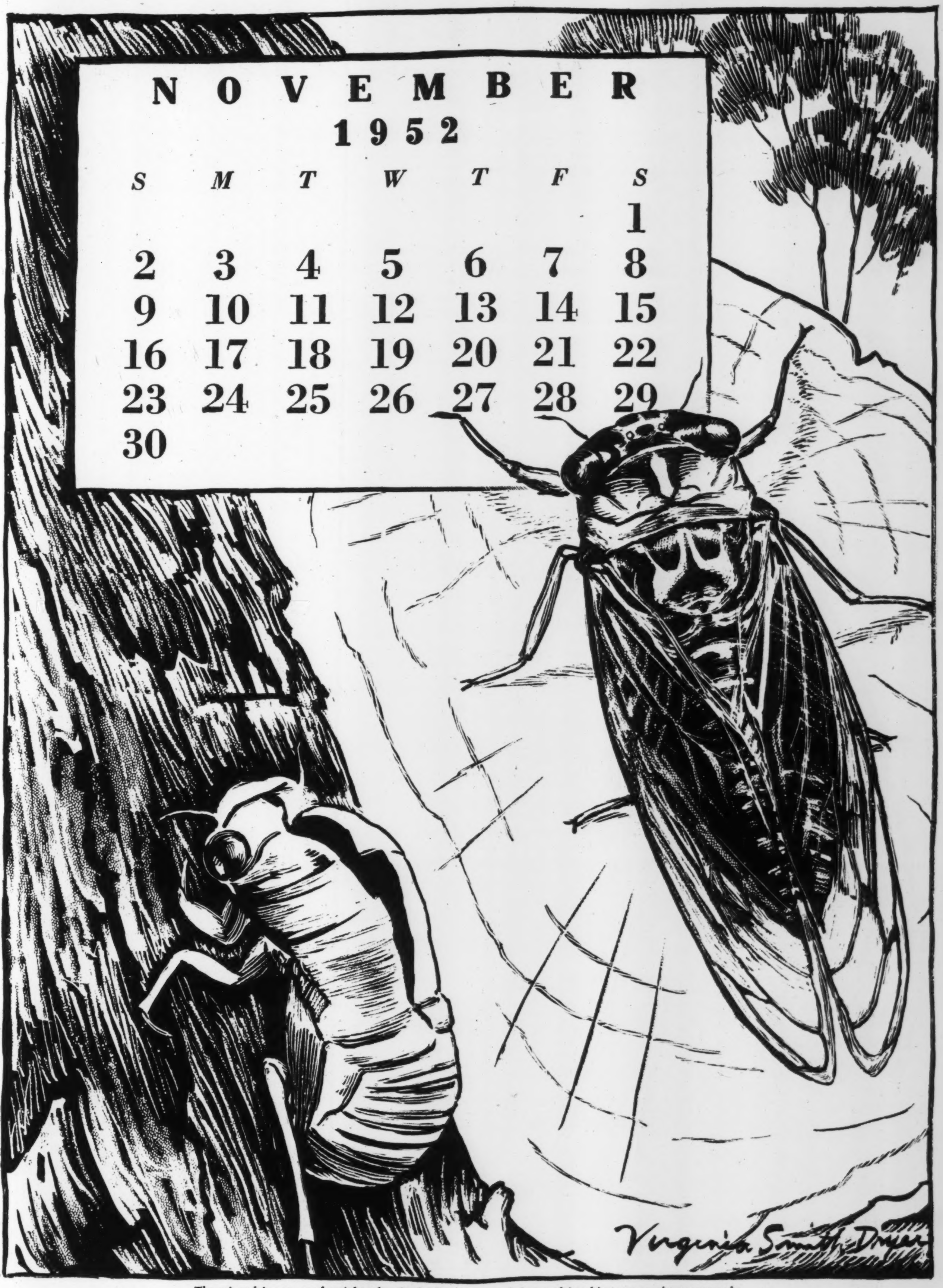


The winged insect, at the right, the cicada, has just crawled out of its skin seen on the tree trunk. Encased in the skin, it remained underground for seventeen years, sucking sap from a tree rootlet.

THE
KINDERGARTEN
CHILD

Turtles in the Kindergarten

Joan P. Bartik

Kindergarten Teacher, Hampton Street School, Mineola, New York

Although units, as used in the grades, are not a part of the kindergarten curriculum, scientific studies involving individual experimentation and observation can be profitably conducted.

Our study of turtles, which can be considered a unit at kindergarten level, lasted about one month. It grew out of an animal story in which turtles were mentioned. I found that many of the children had a hazy notion about the habits of turtles. Most of them had seen the tiny painted turtles and knew nothing of other kinds.

Since disagreements had arisen over the size and types of turtles, what they ate, where they lived, and how they responded to humans, I suggested that we might buy a turtle and see for ourselves.

Many answers to the question, "Where can we get a turtle?" were volunteered. Some suggested that we could buy a turtle in a store. Some thought we could all go down to the lake and find one. A few suggested the zoo. The final decision was to buy a turtle in a pet shop located near by.

The next day we discussed ways to get the money to buy a turtle. Here, too, the answers reflected the background of each child. "I'll bring my piggy bank tomorrow," said one. "I'll ask Mommy," said another. A third child suggested that all go home and do some work to earn the money. All promised to bring a few pennies.

When I asked, "How much does a turtle cost?" no one had any idea, so several children arranged to visit the pet shop and find out. The proprietor very kindly showed the turtles to the children and named the prices. He advised them to buy the unpainted variety.

The learnings so far involved elementary arithmetic concepts—that money is used as a medium of exchange and that we save money to buy what we want. When the children brought their turtle money, I constructed a money chart.

The chart was divided into two parts. On one side was written "We Need," and on the other side the words "We Have." Fifty cents in assorted coins was taped under "We Need." As pupils brought in their money we added it to the blank side, making sure to duplicate each horizontal column under "We Need." Each day the two parts of the chart were compared until the children understood that we would have enough money when both sides of the chart were the same. They learned to identify coins, including pennies, nickels, and dimes.

After the money had been collected, a turtle was purchased. Turtle food was brought in by two children. A daily routine was set up to care for the pet.

Meanwhile, I read a chapter on turtles to the class from *Let's Go Outdoors,* by Harriet E. Huntington (Doubleday). The turtle's natural habitat was illustrated very nicely and it showed a turtle in various poses. This story helped dispel any conviction that turtles were obtained only from pet shops.

As can be expected, the turtle was observed a great deal. Many discussions were held and many things were noted. We found, for example, that the turtle was less lively than he had been in the pet shop and was not eating. The children were concerned and felt that he wasn't being fed what he liked.

One child volunteered to find out what turtles eat. Lettuce and raw beef were recommended by pet-shop owners. At about the same time I found an article about baby turtles in *Woman's Day* magazine, December 1951. I read it to the children.

Since the article advised against using dried turtle food, the children brought in lettuce, meat, and pieces of egg yolk. First, they paid little attention to the amount needed but then they found that the turtle ate very little. Half a thimbleful every two days was the amount *(Continued on page 100)*

The Milk Trucks

Lois Dalley

Kindergarten Teacher, Cedarvale Public School, Toronto, Ontario

"Swoosh, whish, swoosh, whish, swoosh, whish," sang the busy trucks as they hurried down the street.

"Toot, toot, clatter, bang. Move on. Move!" they said to each other.

Now the light was red.

"Stop! Stop!" they screamed. Brakes squealed; noises stopped. Just a little hum told that they were ready and waiting.

"Green light, let's go!" The rumble-bumble started again as the long row of trucks moved on. On it went down the street, on and on, until at last tall buildings were left far behind. Up hills, down hills, around curves, past farms, on and on and on.

Soon they came to a place where many roads met.

"Which way? Which way?" growled the trucks as all stopped.

"Look left, look right. Wait until the cars go by. All clear. Away we go."

They started. One turned left; one turned right; some went on straight ahead.

"Where are you going? Where are you going?" neighed several horses in a green field.

"What do you want? What do you want?" baaed the little lambs by the brook.

"You'll see. You'll see," rumbled back one truck. "I'll stop soon. I'll stop soon."

Soon the truck passed many cows in a pasture.

"Oh, ho," said the truck. "I must slow down. There are cows. Milk is what I want—milk in tall shiny cans that the farmer has put by the side of the road. Here they are. Stop! Stop!"

Down from the cab climbed the driver. Up on the big broad back of the truck went the milk cans. In climbed the driver. Away went the truck.

"More milk, more milk. I need more milk," growled the truck as it traveled to the next farm.

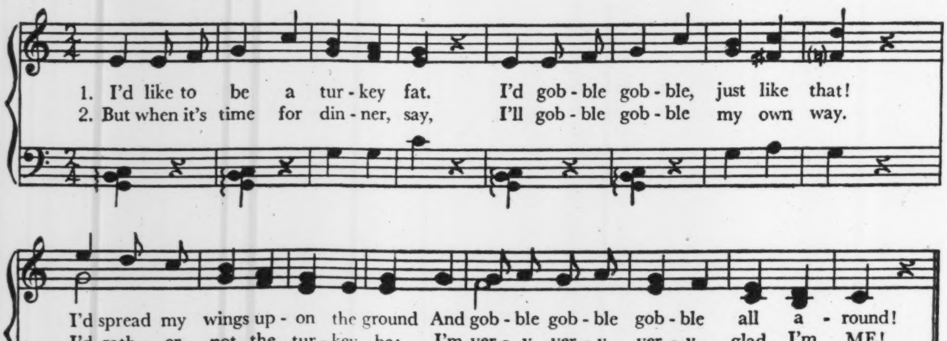
"Stop! Load! Start! On we go! Fill me up!"

Soon all the space on the truck was gone.

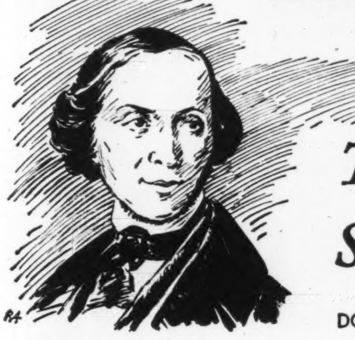
"To the dairy, to the dairy," clattered the truck as it came to the end of the road. There all the milk trucks met, each filled with shiny metal cans. Into the building went the cans. Then, one by one, all in a row, away went the trucks around curves, down hills, up hills, on and on.

Turkey Song

Words by Katy McCulley *Music by Margaret Shick*


1. I'd like to be a tur - key fat. I'd gob - ble gob - ble, just like that!
2. But when it's time for din - ner, say, I'll gob - ble gob - ble my own way.
I'd spread my wings up - on the ground And gob - ble gob - ble gob - ble all a - round!
I'd rath - er not the tur - key be; I'm ver - y, ver - y, ver - y glad I'm ME!

Factual Stories *For Primary and Middle Grades*



The Storyteller

DOR WOODS

One hundred and forty-seven years ago there lived in the country of Denmark a boy by the name of Hans. He was born on April 2, 1805, in the little town of Odense.

His father was a shoemaker but he was so very poor that the family was obliged to live in an attic. The workbench, beds, and furniture took up most of the small attic's space. There was not much room for Hans to play, so the little boy would often go through the window and out on the roof.

Here on the roof, his mother had a little herb garden planted in a box filled with dirt and set in the gutter dividing their roof from the one adjoining. This made a wall so that it was quite safe for Hans to play there.

Little Hans loved being on the roof. He felt he was living in a castle and made up adventuresome games as he played by himself in the sunshine and fresh air.

His father died when Hans was a small boy but his loving mother went out to do washings at the homes of wealthy families so she could earn a living for her son and herself. Hans, left alone a great deal of the time, learned to enjoy himself and to be very happy making up games, plays, and stories.

They were too poor to buy any toys but sometimes the rich people for whom his mother worked would give her a toy for her little son. But Hans liked best to make his own toys. And, with his imaginary playmates, life was very happy for him.

Everyone liked the boy. They liked his cheerful smile and good nature. He never seemed sad.

Hans attended the Odense Church School, where he was confirmed. He enjoyed going to church school to learn the interesting and beautiful teachings, to hear the music, and to sing. He liked gay and bright things, too, and his mother, knowing this, obtained for her son all the bright-colored clothes she could afford.

When confirmation day came, he had some new clothes and a pair of new, shiny, squeaky shoes to wear. Hans was extra proud of the squeaky shoes. The squeak was music to his ears, and it was a happy and exciting day when he walked up the church aisle with his shoes singing a squeak—squeak—squeak. He made all the noise he could with them, so people would notice how beautifully he was dressed.

There was a wise old woman who lived in the town of Odense. One day she remarked to Hans's mother, "Some day your son will become a great man and highly honored."

As Hans grew older he became restless and wanted to see other places. One day he told his mother that he wanted to go to the great city of Copenhagen. His mother finally let him go.

Hans felt as many young people do, that he ought to be a great actor. For a long time he tried dancing and acting, but he could not make headway in this line of work.

Hans was never discouraged. He thought he was meant to be an actor for he liked people to look at him and admire the beautiful bright-colored clothes he always wore, and he loved to sing and dance. After a long hard struggle, he finally came to realize that he was not to be an actor.

Then he tried writing stories and found that he could do this much better than he could act. He remembered the stories his father had told him when he was a little boy living in their attic home. These were adventurous tales told while his father sat pounding and fixing shoes at his cobbler's bench. Hans also remembered his roof-garden playground, the high castle of childhood days. Hans was inspired, and he wrote and wrote—poems and stories of great adventures. He knew what children liked and he told his tales with great imagination. *(Continued on page 92)*

Thanksgiving Poultry

MAI LeROI

Jane and Jerry lived on a farm. One spring they decided that they would like to raise a turkey for Thanksgiving dinner.

Jerry told his father, "We want to watch a little turkey grow up to be a great big one. Then we could have him for Thanksgiving dinner. Please, Father, will you buy us a turkey?"

And Jane said, "We will feed it, and water it, and take very good care of it."

Then Mother, who had been listening, said, "I've been wanting to go to the hatchery to see about baby chicks. Maybe we could go this afternoon."

When they arrived at the hatchery, a very nice man, the foreman, took them all around the huge farm. There were many buildings of different sizes. In some of them there were big chickens; in others, big geese; in still others, big turkeys.

A river ran through the farm. Everywhere they looked, Jerry and Jane saw ducks swimming up and down the river, or ducking their heads under water, or wiggling their little tails. Some were standing on the river bank fluffing and preening their feathers.

Suddenly Jerry said, "Look at the parade."

There were fourteen ducks marching single file down to the water for a swim. They marched with their toes pointing out and their bodies swaying from side to side. Never did one miss a step or get out of line. Down they marched, bill to tail, quacking contentedly. The first duck in line reached the water and swam off, followed by another and another until all the ducks were in the water.

Jane and Jerry and Mother and Father followed the hatchery foreman to the brooder building.

On the way, they walked by a large pen of very noisy geese. They stretched their long necks and shouted, "Honk, honk, hank, hank, heeeeeeeee." Then they would walk around, stretch their necks even farther, put their heads down almost to the ground and raise them up in such a way as to make a U curve in their necks. They looked so silly that Jane and Jerry laughed.

Next they followed the man to the small houses where the young geese and ducks were. He told them, "Young geese are called goslings, and small ducks are ducklings."

Jane and Jerry started on toward the house that said "Incubators."

"Hurry, hurry!" they called. "We want to see what's in here."

Jane said, "Oh, look at all the refrigerators."

Father laughed and the foreman said, "Those are incubators and they are kept warm inside instead of cold."

Jerry was looking through one of the glass doors. "Look at all the eggs," he said.

"But look in this lower one," Father said. "You can see chicks hatching."

Jerry and Jane knelt down and there were tiny baby chicks already out of the shells, and some were busily pecking their way through. They were tiny, fluffy, and yellow.

They walked to another incubator that had wide shallow drawers instead of glass doors. When the man pulled open one of the drawers, up popped dozens of little duck heads. Each duckling said, "Peep, peep."

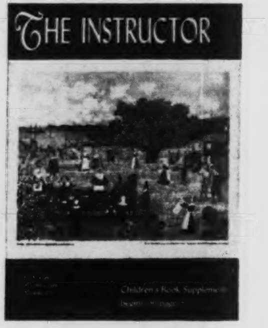
As he closed the drawer, the foreman said, "I can't leave the drawer open too long or the eggs will get cool and then they won't hatch."

Moving into another aisle he said, "I think there should be a gosling in this tray." When he opened the drawer, the children saw many large goose eggs, and 'way in the back was one gosling.

Jerry said, "Oh, look at *him*. He's three times as big as the ducklings!" *(Continued on page 102)*

Talking Over

--- the Cover Picture



HARRIET GARRELS

Specialist in Art,
Elementary Schools,
Washington, D.C.

WHO are these people and what are they doing? If the picture had no name, would you know what occasion the artist was painting?

Doris Lee chose certain colors to create the feeling of happiness without hilarity. What color is used in the largest quantity? It is a brown so warm and golden that we know the sun is shining.

What else tells us that this Thanksgiving was a beautiful day? The blue sky with white puffs of clouds and the deeper blue of the water in the snug little cove harmonize with the colors of the foreground.

Some of the Pilgrims wear a duller blue. Notice the cheerful pumpkin color worn by some. What color is the baby's dress? Most Pilgrims are wearing neutral hues and so are the Indians.

Count the Indians and then the Pilgrims. Mrs. Lee scattered this goodly number over the picture in an interesting decorative pattern.

Where is the largest group gathered? Naturally the heavy table and those gathered around it form the focal point of the picture. Find a smaller group sitting in a semicircle. Now find some pairs of people. The single figures were placed so there would not be large empty spots in the composition.

Half close your eyes and discover how the bits of black and white accent the arrangement and lead your eyes all over the picture.

Do we seem to be joining in the feast or looking down on it from the treetops? Autumn foliage near us creates this feeling. Notice the speckled texture of leaves. We see it again on the big sturdy tree which overshadows the tiny house. Its strong vertical pull balances the horizontal table.

What food is on the table? Why were these people so glad for so little?

Has the artist painted the scene in a naturalistic way with shadows and depth? The stiff flat figures are much like the kind children paint and like those painted by the untrained limners of early New England.

The Artist

Doris Emrick Lee was born in 1905 in Illinois. With numerous brothers and sisters, she often visited her two grandmothers and other relatives who lived on farms and were skillful at various crafts.

Her first art instruction consisted of some summer painting lessons "on Mrs. Bigby's back porch." After boarding school, Doris attended Rockford College, where she was a student instructor in fine arts. A few years ago her alma mater conferred upon her the honorary degree of Doctor of Laws.

Though she travels extensively, Doris Lee calls Woodstock, New York, home. When she moved to this artists' colony in the Catskill Valley in 1931, she said, "My formal education ended and my real education began." Her studio home is of the extremely modern style of architecture.

Her work can be seen in the Metropolitan Museum of Art, the Art Institute of Chicago, the Whitney Museum, Albright Gallery (Buffalo) and in other collections. Two of her murals adorn the walls of the Post Office Department building in Washington, D.C.

Doris Lee illustrated *The Great Quillow,* a book for children, and is a favorite of magazine readers. Reproductions of her work appear often in *Life, Fortune, Coronet,* and *The Saturday Evening Post.* People like Mrs. Lee's humorous, extremely individual style which has been described as "sophisticated primitive."

--- and New Records

ELVA S. DANIELS

Supervisor of Music,
Public Schools,
Swarthmore, Pennsylvania

NOVEMBER is here, and with it comes Thanksgiving Day. In spite of football games and parades that usher in Santa Claus, the Thanksgiving holiday seems to have suffered less from secularization than most holidays. Children usually recognize the strains of "Come Ye Thankful People, Come," and enjoy singing it lustily. How well does your class know some of our other great hymns of praise?

A perfectly marvelous album of hymns is entitled "Hymns of Thanksgiving" (RCA Victor LM 108, 33⅓ rpm, $4.45). Do not be misled into thinking that this is an expensive item only for use in November; most of the hymns are of the type that can be used throughout the year. They include: "O Worship the King," "For the Beauty of the Earth," "Praise to the Lord," "O God, Beneath Thy Guiding Hand," "For All the Saints," and, of course, "Come Ye Thankful People, Come." The selections are impeccably sung by that wonderful Robert Shaw Chorale group, and Hugh Porter is organist.

Of course Thanksgiving means many other things to the little ones, and turkey gobblers are always popular. You probably have a song about one—a song that has been a favorite with your classes through the years. But if you are looking for something new and clever, try *Guffy, the Goofy Gobbler* (Columbia MJV-83, 78 rpm, $1.15). Sung in the usual Gene Autry style, the song tells about a gobbler who shows up for breakfast in the afternoon, and does so many foolish things in his turkey fashion that he soon becomes the turkey equivalent of a social outcast. Because he eats so little, he is a scrawny specimen, but don't weep for him, children, because—well, you guess why it all ends happily. On the reverse side is *Johnny Pilgrim* which is not nearly so clever, but is still acceptable. It's nice dessert on a Thanksgiving bill of fare.

The month of Thanksgiving brings to mind not only turkeys and the Pilgrim Fathers, but also the Indians who shared that first feast. I am quite sure that you all own some Indian records, but have you ever wondered how many years they have been giving service? Listen to one of them. Can you still hear a good steady beat from the tom-tom? Is the quiet portion clear? If your Indian samplings turn out to be full of surface noises and the music nonexistent when it should be soft, the solution is easy: Buy "Music of American Indians" (RCA Victor, WE 89, 45 rpm, $4.80, or 78 rpm, $5.40). This album is part of Victor's Basic Library for Elementary Schools, and since these excellent records are aimed directly at school needs, you will be able to wring every penny's worth of your money from them. There is music that is "real Indian," music that is an Indian theme dressed up by a white composer, music for creative dancing, music that invites the playing of tom-toms and rhythm sticks, music that rocks an Indian papoose to sleep, music that uses an authentic Indian flageolet.

There is an Indian sunrise call, the words sung in English and translated from the native tongue. This includes

(Continued on page 91)

APPRECIATING *Our School*

FOR PRIMARY AND MIDDLE GRADES

Beulah M. Coomer
Teacher, Jackson County, Michigan

THIS unit was developed to help children understand the value of school buildings and playground areas and to help them acquire a sense of responsibility toward maintaining the school property.

There are many opportunities for correlating social studies, health, language, and art. The value of the activity increases, of course, in direct proportion to the enthusiasm and ingenuity of the teacher and pupils, and will spread into other classes.

MOTIVATION

1. Discuss pictures of well-kept school buildings and playgrounds and the children's responsibility thereto.
2. Arrange reading table with appropriate books and pamphlets; set up beauty spots in the room with handwork developed during the unit.
3. Consider such questions as:
   a) What do you like about our school? Our room arrangement?
   b) Is the seating arrangement good? Are all the children comfortable? If not, what can be done?
   c) What would you like to change in our room? The school? The playground?
   d) Is the air in the room fresh? How can we help to keep good air?
   e) What about the windows and window shades? Does each child know how to raise or lower them?
   f) Is there light enough for everyone? If not, can anything be done? How can we arrange our equipment to make the best use of the light in our room?
   g) Do we have enough room in which to work without crowding one another?
   h) Can we suggest a plan for keeping our coatrooms or lockers neat?
   i) What can be done to improve our room this year?
   j) What things should be kept out of the classroom?
   k) Why are playgrounds important to the child? Are they just for fun?

ACTIVITIES

1. Make posters, dioramas, and charts illustrating answers to questions.
2. Use class texts and school or public library books and encyclopedias as references for activities in the language arts.
3. Improve seating arrangement if necessary and possible.
4. Plan space and method for storing lunches adequately (if brought); label coat hooks or hangers, using committees formed by the class.
5. Make list of room helpers, jobs to be done, length of time each shall serve.
6. Discuss where janitor's help is needed. Invite him to visit and answer questions. Ask him to tell how children can help.
7. Test the light in the classroom with a light meter.
8. Using pictures of clean, happy, healthy children, discuss ways to reach the same goal; draw or paint pictures telling the story of good health habits including selection of the seven basic foods for a proper diet.
9. If a cleanliness chart (supplied free as a business-sponsored teaching aid) is used, a committee could write a letter to the company explaining how the chart had been helpful and expressing appreciation for the material which they had received so promptly.

EVALUATION

1. The class will function better as a social unit in school and on the playground.
2. Good health habits will have been encouraged and illustrated.
3. The group will understand the need for greater responsibility in the care of their own property and their neighbors—in school, home, and community.

CULMINATION

A play, "Before and After," written by the class was presented for the parents on visitors' day. Later, class guides conducted parents on a tour of the school property.

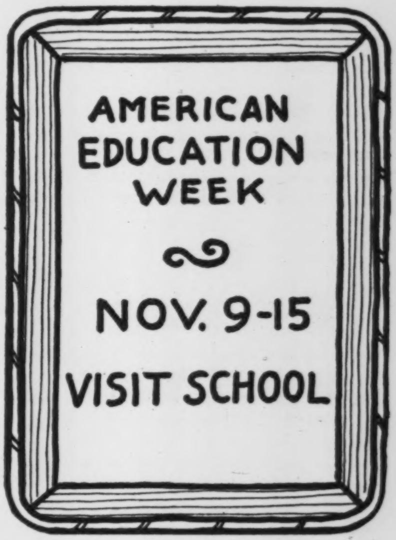
Advertising OPEN HOUSE

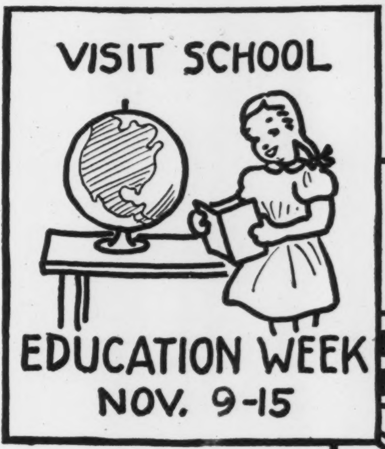
Zilpha L. Seward
Teacher of Art, Public Schools, Plattsmouth, Nebraska

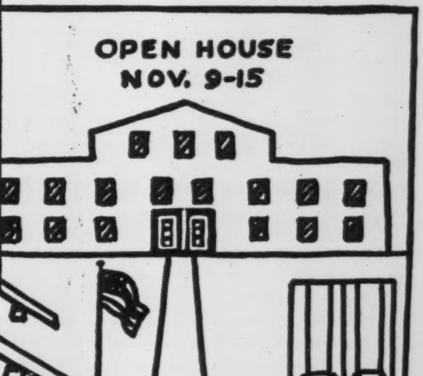
THE children in your room will be the best advertisers of Education Week if you encourage the idea through posters. Even the child who dislikes lettering will try harder if his poster may be placed in a store window.

Let the children use their own ideas but suggest that each poster produce a showy effect.

Show-card paint or cut paper will achieve showiness easier than any other media. The slate poster was effective with black, yellow, and red paper and white lettering.







My Plan for Developing READINESS in *Subtraction*

THE SLOW-LEARNING CHILD

MARGARET B. CHAMBERS
Teacher, Third Grade, Public School,
Cuyahoga Falls, Ohio

EDITORIAL NOTE: The author developed this plan for use with normal children, but teachers of slow learners should find Margaret Chambers' methods helpful.

The perennial question of how to teach children to *take away* in subtraction, so that it is thoroughly understandable, is a problem that confronts many teachers in primary grades. The process, as developed in the textbook, appears simple enough for any child to understand. Up to the day the child is ready for this new step he has confidence in his ability to subtract. Then he comes face to face with this typical problem—

$$\begin{array}{r}42\\-5\\\hline\end{array}$$

and he is suddenly aware of a mental block.

From this point, the teacher takes over. With the pupils following every step, she slowly and methodically develops the procedure. But the procedure involves too many concepts to be mastered at one time. The concepts are obscure and confusing for the average child and they pass entirely over the heads of some children.

This current school year, as I pondered the varied devices which I have used to clarify the steps in teaching the take-away process, I suddenly asked myself, "Why not have a readiness program for this difficult procedure?" The result was a program that I found very gratifying.

I placed the ones numbers in a column on the blackboard with nine at the top and zero at the bottom, and gave an oral review of these numbers, counting up as well as down. I left them on the blackboard for quick reference when needed.

The following drills were given one at a time until I felt each child was well grounded.

Which is larger, 5 or 2? 3 or 7? 8 or 4?
Which is smaller, 6 or 8? 1 or 7? 5 or 4?
Can you take 2 from 6? 8 from 3? 6 from 7?

As a marker was placed under a number—6, for example—I asked:

"What numbers can you take from 6?" Response: 5, 4, 3, 2, 1, 0.

"What numbers can you not take from 6?" Response: 7, 8, 9.

"What happens if you take 6 from 6?" Response: You get zero.

I called attention to the nine and asked, "How is nine different from all the numbers below it?" The response came readily, "You can take any number from nine because it is the largest of the ones numbers."

As I wrote on the board, I had the pupils write on paper such familiar combinations as

$$\begin{array}{r}8\\-5\\\hline\end{array}$$

and in reverse, the unfamiliar

$$\begin{array}{r}5\\-8\\\hline\end{array}$$

and asked, "Can you take 5 from 8?" Response: Yes, the remainder is 3.

"Can you take 8 from 5?" Response: No.

Then I said, "Let us change the 5 to 15 and see if we can subtract. Close your eyes and think 8 and what makes 15." The response came quickly, "The remainder is 7."

Again and again I gave the familiar combination, then the unfamiliar. I used the same wording to explain each example as I did to explain the first one. I was careful to put all the examples on the board.

As I concluded this work, I directed the attention of the class to all the combinations we had changed and said, "Did you notice that when we had to change these top numbers that 3 became 13? 5 became 15? 7 became 17? and so on? Did you notice, too, that we added 10 each time to get the 13 and 15 and 17?"

This last I consider a "key" drill and I returned to it, for recall, with greater emphasis than to the former drills. I did it to train the eye to discriminate later on between those examples involving taking away and those that do not.

In developing the concept of reducing the tens number in subtracting, I returned to the familiar vertical column of ones numbers and asked, "What number comes just before 7? just before 4?" and then said, "Let us think of the numbers in the column as tens numbers—4 tens, 8 tens, 2 tens, or think of these numbers as 4 dimes, 2 dimes, 7 dimes." This contact is simplified by referring to the tens as dimes. When I thought this step was well understood, I asked such questions as, "If you had 3 dimes and someone borrowed 1 dime, what would you have left?"

By this time, we had spent fifteen minutes each day for five days on *taking away.* The next day we recalled the important steps and then I gave the pupils a real problem.

Billy has 2 dimes and a nickel, which is the same as 25 pennies. He is going to spend 6 cents. How much money will he have left?" I wrote the problem on the board,

$$\begin{array}{r}25\\-6\\\hline\end{array}$$

covered the 2 with a piece of cardboard, and asked, "Which number is larger, 5 or 6?" Response: 6. Before I could continue, the pupils were almost shouting, "Change the 5 to 15, take away 6 and have 9 left."

Doubting that I heard correctly, I had them copy on paper as I wrote on the board—

$$\begin{array}{cc}1 & 15\\\cancel{2} & \cancel{5}\\- & 6\\\hline 1 & 9\end{array}$$

Then, I asked, "Where do you suppose we got the ten to add to the five?" "You took 1 ten from 2 tens," came the replies.

We also proved that in such problems as

$$\begin{array}{r}25\\-6\\\hline\end{array}\qquad\begin{array}{r}37\\-9\\\hline\end{array}$$

that 2 tens and 5 ones equals 1 ten and 15 ones; 3 tens and 7 ones equals 2 tens and 17 ones.

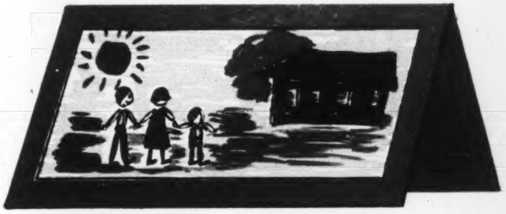
The way my children can still do problems of this type, months later, seems to prove the value of my procedure.

Harold M. Lambert

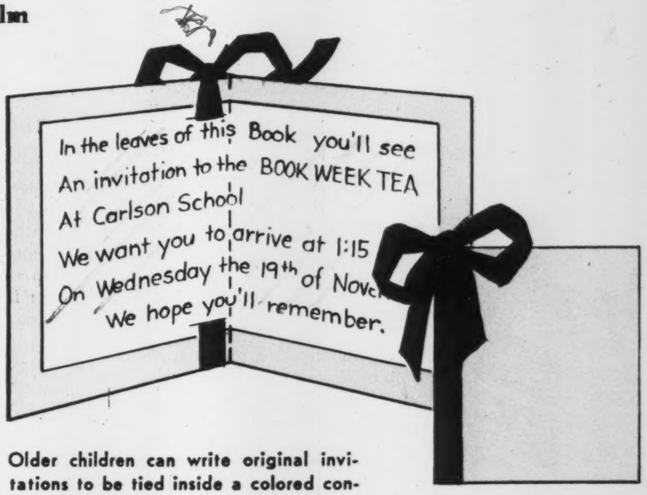
9
8
7
6
5
4
3
2
1
0

Invitations That Will Bring Parents to School

Bertha Aleeda Malcolm

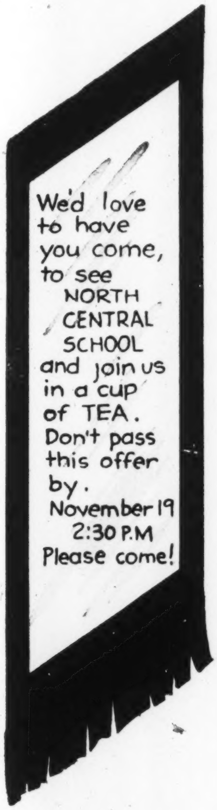


Even a first-grader can make an Open House invitation folder with a picture of his family coming to school.



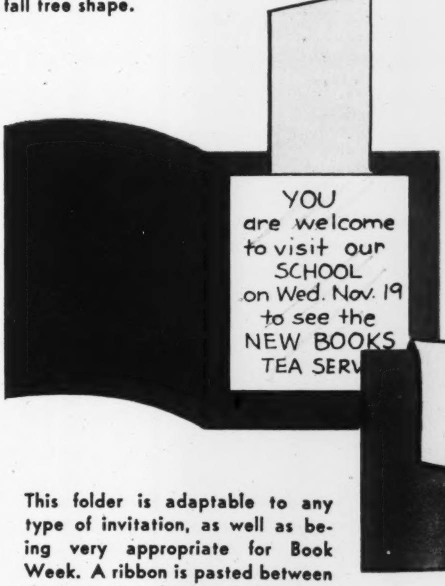
In the leaves of this Book you'll see
An invitation to the BOOK WEEK TEA
At Carlson School
We want you to arrive at 1:15
On Wednesday the 19th of Nove
We hope you'll remember.

Older children can write original invitations to be tied inside a colored construction-paper folder.



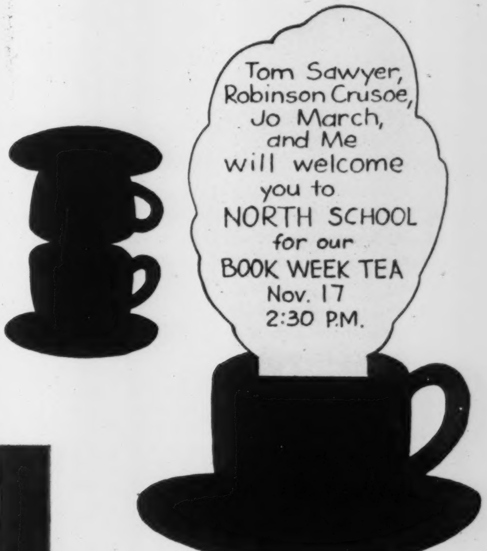
We'd love to have you come, to see NORTH CENTRAL SCHOOL and join us in a cup of TEA. Don't pass this offer by.
November 19
2:30 P.M
Please come!

What could be better than a bookmark for Book Week? The invitation is pasted at the top only. Fringe the bottom of the mount card. Many variations of this type are possible. It could even be a fall tree shape.



YOU are welcome to visit our SCHOOL on Wed. Nov. 19 to see the NEW BOOKS
TEA SERV

This folder is adaptable to any type of invitation, as well as being very appropriate for Book Week. A ribbon is pasted between the invitation sheet and the mat.



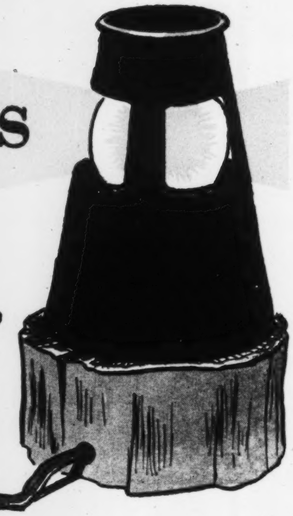
Tom Sawyer, Robinson Crusoe, Jo March, and Me will welcome you to NORTH SCHOOL for our BOOK WEEK TEA
Nov. 17
2:30 P.M.

This is a magic cup invitation, so nice for any tea. The invitation is lettered on a cloud of steam, made from any soft shade of paper. Insert tab in teacup.

IN EVERY school there are many needs for favors, invitations, programs, and so on. In our school the children show a great interest as soon as a request is made. The group concerned begins at once to plan. Each child creates a sample. Choosing the most appropriate is difficult but finally the group votes and the winning favor or invitation is made in the required number. In English class the wording of invitation or program is worked out. Very often the services of a duplicating machine are employed. Production is done on an assembly-line plan—one group cutting, another painting, another punching holes, and still another attaching strings. With such organization, there is a fine spirit of co-operation.

START *Early* TO MAKE Christmas Gifts

for Mother, Father, Sister, Brother, and Grandmother



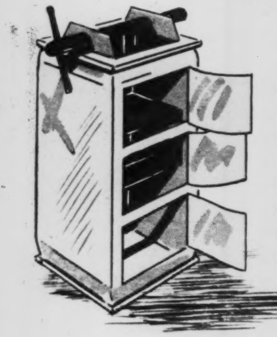
Lighthouse Lamp

John Brennan

FOR the base, saw off a two-inch piece of log about three inches in diameter. Fasten it in a vise and drill to the center from the top and the side, to insert a wired socket. Make the lighthouse from a nine-inch square, as shown above. Fasten it with paper fasteners and use a milk-bottle cap for the top. Be sure that only a fifteen-watt bulb is used and cut the windows wide enough to allow the heat to escape.

Milk-Carton Elevator

Herman Schneider

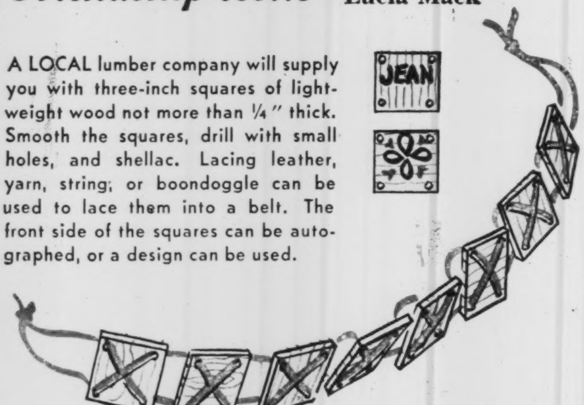


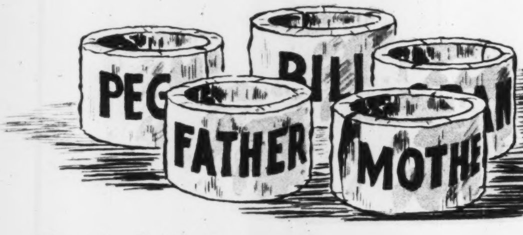
ONE milk carton serves as the shaft and part of another is cut down to be the elevator in this easy-to-make toy. Use thread or string as the cable, winding it around a dowel-stick winch which is inserted in the flaps of the carton. Cut the doors for each floor with pointed scissors.

Friendship Belts

Lucia Mack

A LOCAL lumber company will supply you with three-inch squares of lightweight wood not more than ¼″ thick. Smooth the squares, drill with small holes, and shellac. Lacing leather, yarn, string, or boondoggle can be used to lace them into a belt. The front side of the squares can be autographed, or a design can be used.





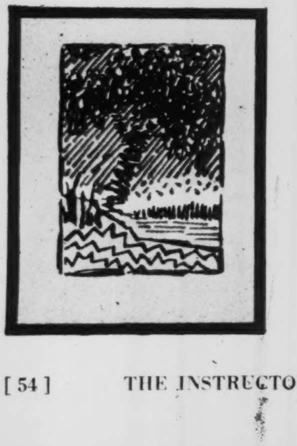
Foil Napkin Rings

Mary Clarke

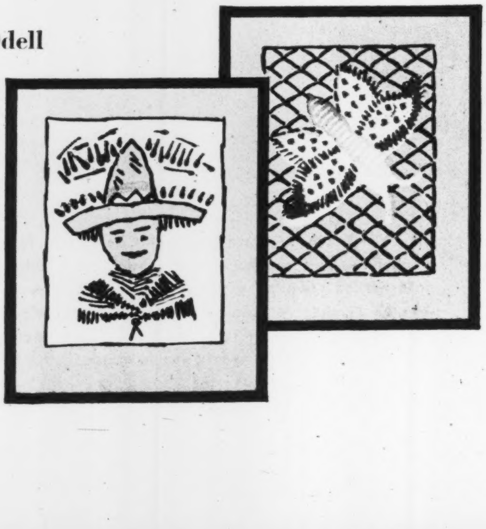
CUT half-inch strips from a two-inch (or less) mailing tube. Cover the outside with foil paper, cut larger than the ring so it will fold inside. For a lining, use a strip of heavy drawing paper, cut smaller than the ring and covered with foil. Attach with rubber cement. This will give a smooth surface inside and out. Spread colored Mystik Tape on glass; trace and cut the names; and mount on rings. Make one for each member of the family.

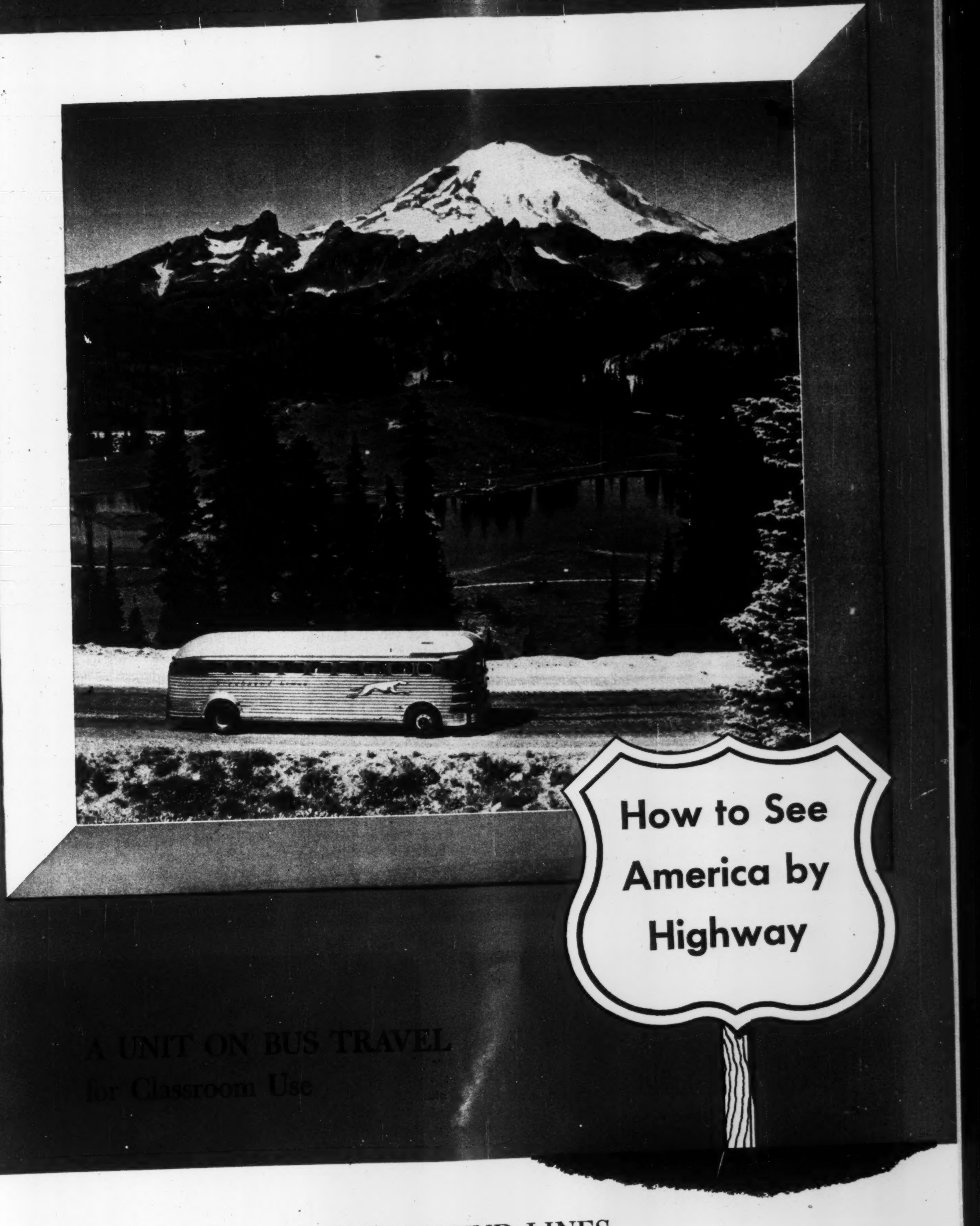
Yarn Pictures

Mary Odell



COLLECT some sheets of smooth corrugated cardboard. Sketch any simple design with as few lines as possible. Work the design with odds and ends of yarn, all the same weight, threaded in a blunt yarn needle. Use an awl to punch the holes as you go along. The stitches should be in several sizes and directions to give variety, and all or part of the area may be covered. Frame the pictures by binding the edges with Mystik Tape.



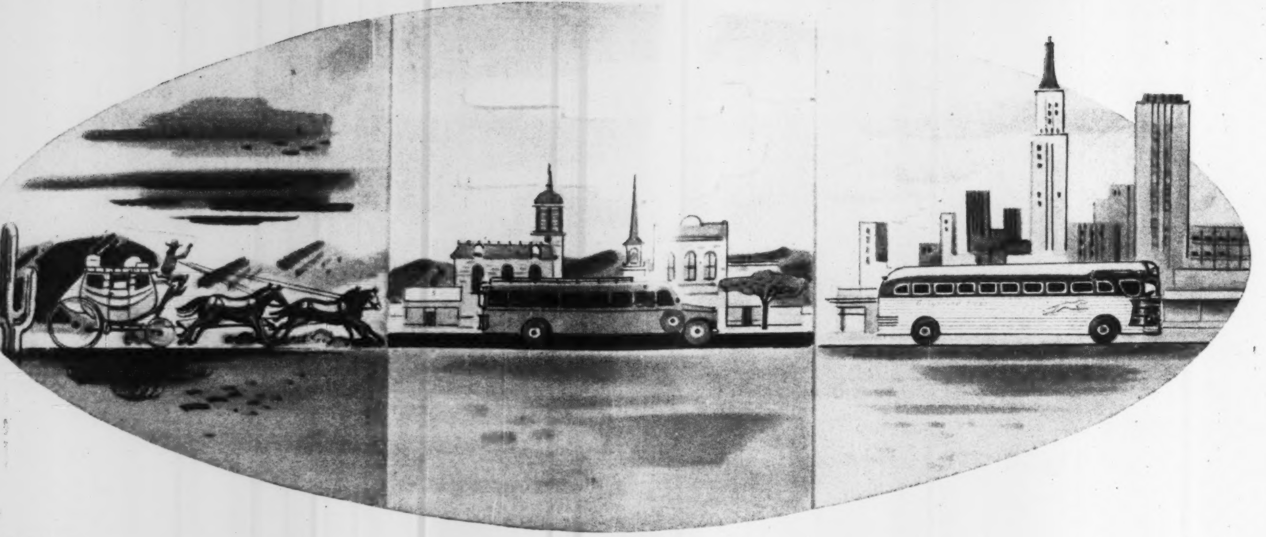


How to See America by Highway

A UNIT ON BUS TRAVEL
for Classroom Use

Sponsored by the GREYHOUND LINES

Advertisement



TOPIC 1:

What the motor bus means to America

ROADS CARVED OUT OF WILDERNESS

In 1789, as George Washington jolted and swayed along on the five-day journey from Baltimore to Philadelphia, he probably said to himself as he gripped the seat of his stagecoach, "I believe I'll get out and rest awhile—by riding my saddle horse!" And this tells you pretty accurately about the condition of roads in America 163 years ago!

Americans are known for their love of travel. They have always had a restless desire to see "what was on the other side of the mountain," and it was natural that they set out in caravans of Conestoga wagons, venturing farther each year, following the wandering Indian and buffalo trails over mountains and vast plains into the Golden West.

Their wagon wheels ground these trails into ruts, leaving more definite imprints for others to follow later . . . first, the stagecoaches, and then the motor bus.

THE STAGECOACH

As soon as passable routes between cities and pioneer settlements became established, stagecoach runs were started. These horse-drawn carriages carried a few passengers and their baggage along a dirt road marked by wayside inns and relay stations where travelers rested and ate, and where fresh horses replaced tired ones.

Since highwaymen in the East and Indians in the West sometimes lay in ambush to rob travelers, it was often luck and the fighting skill of the drivers and passengers that finally brought the coaches through safely.

These coaches were not very comfortable. Riding was crowded. The coaches bumped and swayed over rutted dirt or boulder roads. When a coach was stuck in deep mud, the passengers had to get out and push.

FROM "JITNEY" TO MOTOR BUS

A bicycling craze around 1900 brought a new demand for better roads. The appearance of the automobile increased this demand. In 1909, Wayne County, Michigan, built a road out of something new . . . concrete. Once started, highway building quickly grew into three million miles of roads that now reach into every settled corner of the United States.

Public transportation along these highways has grown even faster than the roads themselves. Progress has been so recent that a man who once drove a horse-drawn stagecoach, and later a motor bus, was still living in 1952, and was the head of a big motor bus company.

The modern motor coach developed from the "Jitney," an automobile whose owner picked up his passengers at street corners. These early cars carried men to their work, shoppers to their homes, and visitors to nearby towns.

The first real highway transportation system was started about 37 years ago by a man named C. E. Wickman, who carried miners a few miles between Hibbing and Alice in Minnesota. His service, begun with a used automobile, grew in popularity, later adopted the name Greyhound Lines, and rapidly spread its routes into all parts of the United States. This bus system now carries nearly 200 million passengers each year—more than any other transportation system in America.

Other companies quickly met America's demand for comfortable, safe highway transportation until today there are 976 intercity bus lines, operating 25,000 motor buses. In 1951, these buses carried about 530 million passengers from city to city or on cross-country trips . . . far more people than were carried by any other kind of intercity public transportation.

Golden Gate Bridge, San Francisco, world's largest single-span bridge.

Great Smokies—a National Park is located in these beautiful mountains.

As cities, towns, and farm communities became connected by highways, bus routes brought people all over the country closer together. People who saw each other once a year can now visit over any week-end. The motor coach has made America one big community.

The main reason for the great popularity of motor buses lies in the difference between bus service and that of other public transportation. Motor buses can go wherever there is a highway —they can usually provide many more schedules every day—they offer the most scenic way to travel—their fares are much lower than other transportation.

HOW BUSES PAY FOR THE HIGHWAYS THEY USE

In order to give America its most convenient service, motor buses use the highways which belong to all the people. But it is important to know that buses *pay for the use of these highways*—and pay so many millions of dollars in taxes, licenses and special fees, that they enable you to drive over these same highways at far less cost to your family. Although there is only one bus in America for each 2000 private automobiles, each of these buses pays about 20 times as much for highway upkeep as does the family car.

To operate its buses, and carry all the millions of people who want to travel this way, more than 65 thousand men and women are regularly employed by the intercity bus industry — and this does not include many thousands of commission agents, and the men and women in businesses which depend upon the intercity motor bus for a living.

Through constant improvement in bus service, and its growth in popularity, bus fares have become lower, until now it costs much less to travel by motor coach than it does to drive a private car. It now takes less than one-half as much money to cross the United States by bus as it did twenty years ago—although other living costs have doubled during the same years.

Modern buses have also made highway travel popular by making safety their most important job. Drivers are carefully selected, tested, and trained. Greyhound drivers have earned the reputation of being the world's finest, known for their good-natured courtesy. Some Greyhound drivers have gone more than a million miles without even a scratched fender. Careful planning and training have helped to make modern motor bus travel *today's safest means of public transportation* . . . and 12 times safer than the average private automobile!

MODERN BUS TRAVEL

You can board a modern bus right in the heart of most cities and towns. If you live in the country, you can frequently start your bus trip right at the farm gate, or at a nearby crossroads. You can choose almost any place in America for your destination.

Along the way you'll see all the natural beauty of America . . . the main streets of quiet little towns, pleasant residential districts, impressive skylines of big cities, snow-covered mountains, forests, lakes, and farms . . . glimpses of people of all kinds at work and at play. Motor bus travel shows you all these things—close-up.

Among the important features for modern traveling convenience are the daily, regular bus schedules . . . so frequent that you can leave almost at any time you wish. The Greyhound Lines offer an especially wide choice of Through service, including Express and Limited bus schedules. These time-saving buses go through in remarkably short time, making no local stops —and many do not require a change of bus.

The Greyhound System has established many Post Houses throughout the country—a modern version of the old wayside inns. They are usually located in pleasant scenic places, and they provide low-cost lunches and convenient rest rooms.

Greyhound and some of the other big bus companies also offer a service called "Expense-Paid Tours." These are vacations completely planned in advance—and they include your round-trip bus ticket, hotel rooms, and sightseeing trips. This is a carefree way to take a pleasure trip or vacation because you know ahead of time exactly where you are going, where you will stay, and what you will do—and just what it will all cost. You can take an Expense-Paid Tour to almost any place in North America, to Canada, Mexico —even to Cuba or Alaska!

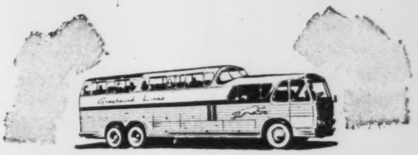
Another popular way to see America's Beauty Spots, to make educational trips, or to attend games and conventions, is to *charter* a motor bus. Many school classes, bands, athletic teams, and clubs find this the most enjoyable way. Students stay together all the way for a carefree time. An expert driver takes full responsibility for a safe, pleasant trip.

The coach picks up the group at any point, and goes direct to the destination. Whenever the crowd is ready to return, the transportation is right there—with no waiting, no delay.

THE FUTURE OF MOTOR BUS TRAVEL

A completely new kind of motor bus, known as the Scenicruiser, designed by Greyhound, is scheduled to appear on the highways within the near future.

The Scenicruiser is striking in appearance, partly because of the raised observation section which permits passengers to view the scenery from all four sides. There are complete washroom facilities. The ventilating system changes the air inside the bus every 40 seconds. A public address system enables the driver to make announcements. The beautiful new bus will ride more comfortably than the most expensive private automobile on the highway today.



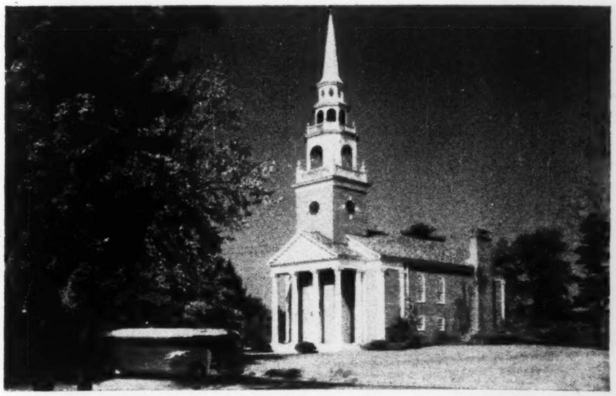
In building the Scenicruiser, and in every other plan which the bus people make for the future, they keep in mind these special needs of the traveling public:

(1) To give people *convenient* transportation . . . to serve the thousands of smaller towns and communities which must have this kind of travel in order to live and grow.

(2) To provide public transportation *by highway* . . . which gives the advantages of the use of the family car, without the strain and fatigue of driving. People who do not own cars can enjoy the highways which their taxes, and the taxes and license fees of the bus lines, have helped to build.

(3) To provide the kind of travel that reaches the many beauty spots, the historic places, and the smaller resort areas which are missed by other types of transportation.

(4) To provide *economical transportation*, bringing the benefits of recreational and business travel within reach of every income.



New England, the birthplace of the United States.

Florida Keys—160 miles of tropical islands connected by bridges.

TOPIC 2:

How to plan and take a bus trip

PLANNING YOUR TRIP

Taking a bus trip is just about the easiest way there is to travel . . . but there are a few practical suggestions which will make a motor coach trip more enjoyable, more scenic, more saving of time and money.

TALK IT OVER WITH THE AGENT

Since Greyhound is the biggest bus system, and serves nearly all of North America, let's suppose that we are planning a trip by Greyhound.

First thing to do is talk it over with the ticket agent. If you live in a city or town, very likely there is a Greyhound station or ticket office right downtown.

If it's a short trip, just call the station, and ask about the schedules to the place you want to visit—when the bus leaves, how long the trip takes, what the best return schedules are. The agent will usually give you a choice of schedules from which you can pick the one that best suits your plans. Ask about the one-way and round-trip fares, too. (Your trip costs at least 10% less, if you buy a round-trip ticket.)

If you plan a much longer trip, drop in at the station and talk to the ticket agent or information clerk—he can help you in many ways. If you live in a larger town or city, it is likely that there is a Greyhound Travel Bureau in the station—here you can get the most complete and careful information about any trip to almost any place in the country—and the travel clerk will plan a complete vacation, beginning to end, if you wish.

Here are some simple rules to guide you:

(1) Plan an "easy" schedule. Don't arrange a trip that will keep you rushing all the way. Allow plenty of time for sightseeing.

(2) Plan to travel by daylight as much as possible so you can see and enjoy the countryside. Remember, you will travel on beautiful highways, through the "front doors" of most towns, so there will be lots to see. If your trip is long, it's a good idea to arrange overnight stops, along the way.

(3) Plan a trip well within your means. Don't forget, you will have meals to buy, hotel bills to pay, tips and recreation and admission fees, depending upon where you are going. You'll be surprised how far a dollar will go, by motor bus.

(4) Come to the bus station *early*, so you'll have plenty of time to check your baggage, and select a bus seat you prefer.

Your trip by motor coach will have many advantages over going in your own car. Since your return ticket is good for about six months, you may arrange to stop almost anywhere along your route. Would you like to spend a few hours with a friend? A few days exploring? Your agent will help you plan stopover wherever you wish. There is no extra cost.

Now, you have chosen your destination. You have looked at maps and arranged your stopovers for visiting and sightseeing. Your agent will ask you how you would like to return. You can usually plan a return trip along a different route when you travel by motor coach. You'll feel that you're taking two trips instead of one, without spending an extra penny!

If you want to make hotel reservations for yourself, it's easy. Write or wire the room clerk of the hotel where you want to stay. Tell him the kind of room you want (for one person or two), the day and time you will arrive, and how long you plan to stay. Enclose a self-addressed, stamped envlope for a quick reply.

HOW TO READ A TIMETABLE

Look at the timetable illustrated on the opposite page. On either side of the town names in the center column you'll find the schedules, going and coming. Light figures stand for morning hours (after midnight), and black figures stand for afternoon and evening hours. For example, let's say you live in Chicago and are traveling to Boston. Choose your most convenient leaving time from the hours shown at the *left* of your home town. Read straight down that column to the hour opposite your destination. This is your arrival time. You can see from the many leaving times listed that you have a wide choice of daily schedules.

To read the schedule for your return trip from Boston to Chicago, you follow the same method, except that you read *up* in the *right hand* column. The next time you are near your bus station . . . ask for a timetable, and practice reading it.

If it's a big timetable, turn to the "Index to Stations" section at the back of the folder. In this list of cities and towns, find both the town you are leaving and your destination. Read the numbers that follow these town names until you find two alike. This schedule number is the one which will give you your information.

Modern Bus Terminals, like this at Cleveland, provide every convenience.

Travel experts plan trips to all 48 states, into Canada, down to Mexico.

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YOU'RE READY TO START

Today you're leaving on your bus trip . . . so, what to wear, and what to pack? Men or women can wear comfortable street or sports clothes which suit the season. Boys may wear cords and sweaters or any casual clothes . . . girls will enjoy wearing bright wash dresses, or anything seasonal. You don't need to "dress up!"

Here are a few simple rules for packing: (1) "When in doubt, leave it out!" Don't pack a lot of useless things. (2) Take clothes that are casual, comfortable, and that will be usable for many different occasions. (3) Don't forget your camera. You'll find wonderful opportunities for taking pictures along the way—even through bus windows as you ride.

WHAT TO DO ABOUT LUGGAGE

If there are a few things you'll need on the bus, put them in a small bag or case and carry them aboard the coach — they'll be on the overhead rack, in easy reach.

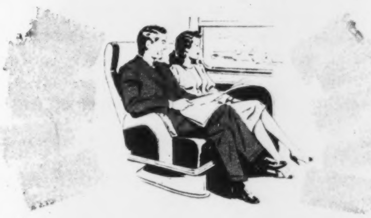
If you have a large suitcase or light trunk, give it to the attendant at the baggage room — tell him where you are going — and be sure you receive a baggage check in return that is stamped with the name of your destination. Be sure, also, that your name and address are on a tag tied to the suitcase — and on a slip of paper inside the case. This is important.

Your luggage travels on the bus with you — in a weatherproof, dustproof and safely locked compartment. At your destination, you can claim your baggage by handing your half of the claim check to the driver or the baggage clerk.

YOU'RE ON YOUR WAY

You're all set for travel enjoyment when you slide into your chair with its cushions of foam rubber. Move the lever at the side of your arm rest, and the chair tilts back to the most desirable positions for watching the scenery, resting or napping. A clean cover has been slipped over the chair's head rest, and below, a foot rest is adjusted to your favorite seated position.

As you ride along, you will find other unique comfort features inside your bus. Just above your head you'll find a rack for light cases, packages, and wraps. Just below the rack is a panel with thousands of tiny perforations in it. This is part of the air-conditioning system found in most Greyhound buses . . . providing draftless ventilation—pleasantly warm in winter, cool in summer.



Look out the wide, full-view windows. They're placed at the right sightseeing level, high enough to see over the tops of passing autos. In many buses, these windows are made of safety glass, which allows perfect observation while filtering out harsh rays of the sun. Plastic window shades let you control the lighting.

If you want to read in the evening, there's usually an individual spot reading lamp, aimed so that it won't disturb your next seat neighbor.

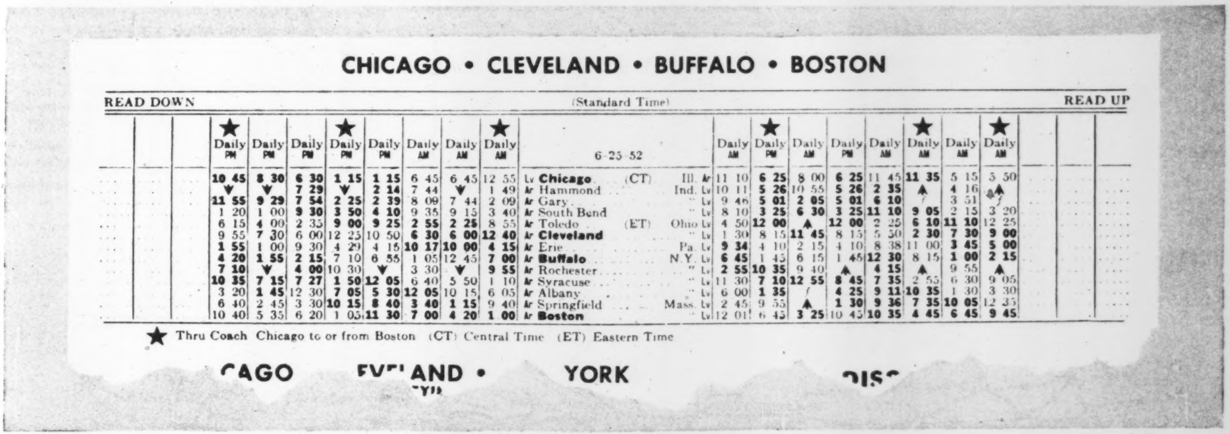
REST AND MEAL STOPS

Bus trips are scheduled so that short stops are made at stations about two hours apart — and you can walk around, sip a soft drink, or wash up. Meal stops, throughout the day, allow time for pleasant lunches and dinners at Post Houses or good restaurants.

If your trip has been well planned, your overnight stops will be made at hotels recommended or selected by the Greyhound agent or by yourself. If you are in a hurry, you can ride straight through for one or more nights, catching many hours of restful sleep on chairs adjusted to a reclining position. You can rent a pillow for a few cents, at major stations, to make your naps more pleasant.

If you decide you want to stop along the way, for a night or even for several days — tell your driver. He will make the arrangements, or ask an agent to do so.

In fact, you'll find your driver a most helpful person — looking after his passengers' needs, checking to see that they're all aboard—announcing places of interest along the way, and it's a pleasure to watch him at the wheel — so skillful, so careful, and so considerate of other motorists.



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READ DOWN (Standard Time) READ UP

			★ Daily PM	Daily PM	Daily PM	★ Daily PM	Daily PM	Daily AM	Daily AM	★ Daily AM	6-25-52	Daily AM	★ Daily PM	Daily AM	Daily PM	Daily AM	★ Daily AM	Daily AM	★ Daily AM			
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★ Thru Coach Chicago to or from Boston (CT) Central Time (ET) Eastern Time

CAGO
EV'LAND •
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DIS

Modern buses, designed for comfort, have reclining seats, large windows.

Baggage goes in dustproof, weatherproof baggage compartments.

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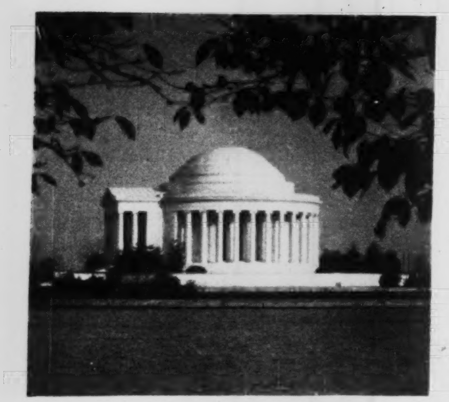


Jefferson Memorial, one of the many beautiful structures in Washington, D. C.

Independence Hall, Philadelphia, where the Declaration of Independence and the Constitution were signed.

TOPIC 3: *Scenic highlights best viewed*

Geography and history really "come alive" when you see the many wayside attractions along the miles of highways.

What a thrill it is to "discover" America close-up. You'll see cowboys and Indians, near enough to hail; skillful people of every state at roadside stands, proud of their quilts, rugs, pottery, handicrafts of all kinds.

By bus, you can reach all the great national parks and monuments—all the famous historic spots where the nation was born, where battles were fought, where the laws are made. You can explore the lakes of the North, the quiet beauty of New England, and Indian country of the Southwest, the magnificent Western mountains, the giant forests of California, the great cities of every state. You can have fun at Southern beaches, or in Northern snow resorts, or beside clear fishing streams.

All this you can see and do at very low cost, and without any of the strain or fatigue of driving the family automobile.

WHAT YOU CAN SEE BY BUS

The Alamo, Texas—The famous Spanish Mission, built in 1718 as a church and fortress. It was used again as a fort in 1836 when Texas fought with Mexico for independence.

Blue Grass Country, Ky.—The nation's leading area for breeding and training of fine thoroughbred horses. The grass here has an actual blue-green color.

Buckingham Fountain—The world's largest fountain, in Chicago's beautiful lake-front park.

Charleston Gardens, South Carolina—Among the most beautiful gardens in the world are Magnolia Gardens and Middleton Gardens, with many acres of azaleas, camellias, and magnolias.

Columbia River Highway, Ore.—Part of the Oregon Trail, the Pioneer road to the West. It borders the Columbia River, down the famous Columbia River Gorge.

Death Valley, Calif.—A desert 279 feet below sea level, the lowest place in the United States, within sight of Mt. Whitney, highest in U. S.

Detroit, Mich. —Where most of the world's automobiles are made. Nearby is Greenfield Village which contains many historic buildings, moved from all over the country.

Eastern Canada—Montreal, Canada's greatest city, on the wide St. Lawrence River. Ottawa, Canada's capital, famous for its parliamentary buildings. Quebec, the only walled city in North America. The Maritimes—made up of Nova Scotia, New Brunswick, and Prince Edward Island.

Giant Redwoods, Calif.—Thousands of giant trees, the oldest and tallest living things on earth.

Golden Gate Bridge, Calif.—Connects San Francisco with the Redwood Highway—the largest single-span bridge ever built.

Great Salt Lake, Utah—Water so salty that it won't let you sink . . . Salt flats where world speed records are set.

Hibbing Mines, Minn.—The largest open-pit mine in the world, a man-made Grand Canyon. There are 60 miles of train track in the pit.

Historic Boston, Mass.—The "Cradle of Liberty," scene of the "Boston Tea Party," and the beginning of America's struggle for independence.

Lookout Mountain, Tenn.—A mountain, 2,225 feet high, overlooking Chattanooga. Inside this mountain is Ruby Falls, an underground waterfall 145 feet high.

Mexico City, Mexico—The capital of Mexico, more than a mile high. Nearby are ancient pyramids built by the Aztec Indians.

Natchez, Miss.—Center of famous Southern colonial homes and gardens, which may be seen on annual Pilgrimages in March and April.

Natural Bridge, Va.—A stone arch 215 feet high, 100 feet wide, once surveyed by George Washington.

New Orleans, La.—This city, famed for its Mardi Gras Festival, once belonged to France and Spain. Many buildings in the Old French Quarter are older than the United States.

New York City, N. Y.—America's largest city—business center of the world. Here you'll see the Statue of Liberty and the highest buildings on earth.

Niagara Falls, N. Y. —Where waters of the Niagara River fall 167 feet to form a giant whirlpool.

Old Spanish Missions, Calif. —A chain of 21 picturesque churches, from San Diego to Sonoma, started before the American Revolution.

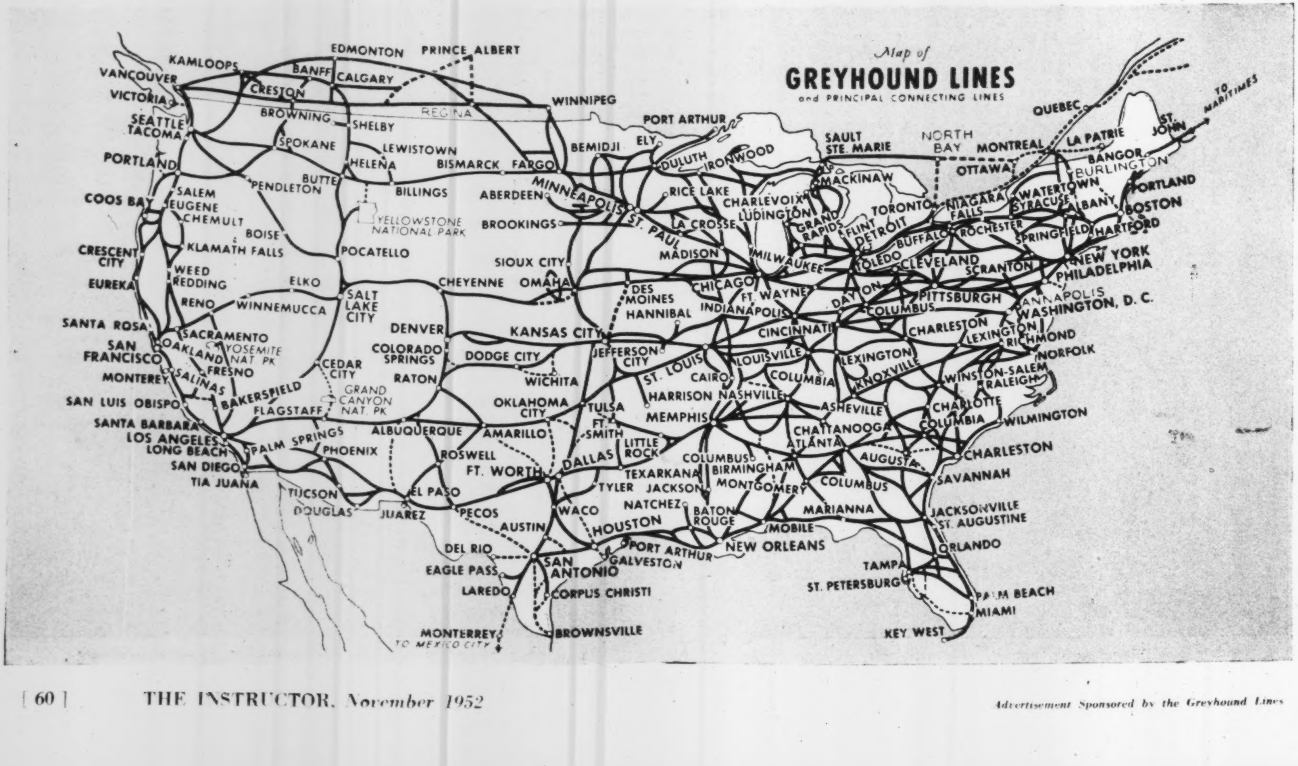
Overseas Highway, Fla.—You can go to sea by bus over 160 miles of bridges and coral islands from Miami to Key West.

Pennsylvania Turnpike, Pa.—A highway 325 miles long, without traffic lights or intersections.

Philadelphia, Pa.—Called the "City of Brotherly Love." The Declaration of Independence and the Constitution were adopted here. The Liberty Bell hangs in Independence Hall.

Soo Locks, Mich.—The busiest ship canal in the world, operated by the governments of the United States and Canada.

Washington, D. C.—Our nation's capital, and one of the most beautiful cities in the world.



Map of
GREYHOUND LINES
and PRINCIPAL CONNECTING LINES
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KAMLOOPS
VANCOUVER
VICTORIA
BANFF
CALGARY
CRESTON
REGINA
WINNIPEG
SEATTLE
TACOMA
BROWNING
SHELBY
PORT ARTHUR
SPOKANE
LEWISTOWN
HELENA
BISMARCK
FARGO
BEMIDJI
ELY
DULUTH
IRONWOOD
SAULT STE. MARIE
NORTH BAY
MONTREAL
QUEBEC
LA PATRIE
ST. JOHN
TO MARITIMES
PORTLAND
BUTTE
PENDLETON
BILLINGS
ABERDEEN
MINNEAPOLIS
ST. PAUL
RICE LAKE
MACKINAW
OTTAWA
BANGOR
BURLINGTON
WATERTOWN
PORTLAND
SALEM
EUGENE
CHEMULT
COOS BAY
YELLOWSTONE NATIONAL PARK
BROOKINGS
CHARLEVOIX
LUDINGTON
GRAND RAPIDS
FLINT
TORONTO
NIAGARA FALLS
SYRACUSE
ALBANY
BOSTON
BOISE
KLAMATH FALLS
CRESCENT CITY
LA CROSSE
DETROIT
ROCHESTER
BUFFALO
SPRINGFIELD
HARTFORD
POCATELLO
SIOUX CITY
MADISON
MILWAUKEE
TOLEDO
CLEVELAND
SCRANTON
NEW YORK
PHILADELPHIA
WEED
REDDING
EUREKA
ELKO
CHEYENNE
OMAHA
DES MOINES
CHICAGO
FT. WAYNE
PITTSBURGH
ANNAPOLIS
WASHINGTON, D. C.
RENO
WINNEMUCCA
SALT LAKE CITY
HANNIBAL
INDIANAPOLIS
DAYTON
COLUMBUS
SANTA ROSA
SACRAMENTO
DENVER
KANSAS CITY
CINCINNATI
CHARLESTON
LEXINGTON
RICHMOND
SAN FRANCISCO
OAKLAND
YOSEMITE NAT. PK
COLORADO SPRINGS
JEFFERSON CITY
NORFOLK
MONTEREY
FRESNO
SALINAS
CEDAR CITY
DODGE CITY
ST. LOUIS
LOUISVILLE
LEXINGTON
KNOXVILLE
WINSTON-SALEM
RALEIGH
RATON
WICHITA
CAIRO
COLUMBIA
SAN LUIS OBISPO
BAKERSFIELD
GRAND CANYON NAT. PK.
OKLAHOMA CITY
HARRISON
NASHVILLE
ASHEVILLE
CHARLOTTE
FLAGSTAFF
TULSA
FT. SMITH
MEMPHIS
COLUMBIA
WILMINGTON
SANTA BARBARA
LOS ANGELES
LONG BEACH
ALBUQUERQUE
AMARILLO
LITTLE ROCK
CHATTANOOGA
ATLANTA
PALM SPRINGS
PHOENIX
ROSWELL
COLUMBUS
AUGUSTA
CHARLESTON
SAN DIEGO
TIA JUANA
FT. WORTH
DALLAS
TEXARKANA
BIRMINGHAM
MONTGOMERY
COLUMBUS
SAVANNAH
TUCSON
EL PASO
TYLER
JACKSON
DOUGLAS
JUAREZ
PECOS
NATCHEZ
MARIANNA
JACKSONVILLE
ST. AUGUSTINE
WACO
AUSTIN
HOUSTON
BATON ROUGE
MOBILE
DEL RIO
PORT ARTHUR
NEW ORLEANS
ORLANDO
EAGLE PASS
SAN ANTONIO
GALVESTON
TAMPA
ST. PETERSBURG
LAREDO
CORPUS CHRISTI
PALM BEACH
MIAMI
MONTERREY
TO MEXICO CITY
BROWNSVILLE
KEY WEST

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through motor bus windows

Western Canada—Lake Louise, a glacier-fed lake colored a robin's egg blue, and bordered by lofty mountain peaks.

Williamsburg, Va.—The capital of England in America before the Revolution. The city has been restored to its 18th century appearance by John D. Rockefeller, Jr.

NATIONAL PARKS

Big Bend, Texas—The last great wilderness of Texas. The deep valley of the Rio Grande River, containing an entire mountain range.

Bryce Canyon, Utah—A deep valley, 12 miles long, filled with countless vividly colored rock pinnacles and spires cut by wind and water.

Carlsbad Caverns, New Mexico—The largest connected caverns in the world, some a quarter of a mile below the earth's surface.

Crater Lake, Ore.—A lake of outstanding beauty, 2,000 feet deep, cupped in the crater of an extinct volcano.

Everglades, Fla.—A tropical area containing many rare flowers, colorful birds and fish, alligators and crocodiles.

Glacier Park, Mont.—Rugged mountains containing 200 lakes and 60 easily reached glaciers.

Grand Canyon, Ariz.—A highly colored mile-deep gorge, 4 to 18 miles across, and 217 miles long, cut by the Colorado River.

Grand Teton, Wyo.—The scenic saw-tooth Teton Mountains, 13,766 feet high, with glaciers and snowfields.

Great Smoky Mountains, North Carolina and Tennessee—The largest mountain range in eastern U.S. where a blue haze almost always hangs over the mountain peaks.

Hot Springs, Ark.—America's only government-owned health and pleasure resort. 47 hot springs pour out a million gallons of mineral water a day.

Isle Royale, Mich.—A park composed of islands, with inland lakes, coves, fjords, original forests, and beautiful wild flowers.

Kings Canyon, Calif.—Wild and beautiful country, with 7,000 giant trees. The famous General Grant tree was dedicated as the Nation's Christmas Tree.

Lassen Volcanic Park, Calif.—A volcano that was active between 1914 and 1921, with interesting lava formations and boiling springs.

Mammoth Cave, Ky.—A wonderland of about 150 miles of underground avenues, and a lake containing blind fish.

Mesa Verde, Colo.—A flat-topped, 2,000 foot high mountain containing the largest cliff dwellings in existence.

Mt. Rainier, Wash.—Mountain and glacier scenery where wild flowers grow at the edge of ice fields.

Olympic Park, Wash.—Evergreen forests, high mountains, glaciers, and alpine meadows—home of rare wild animals.

Rocky Mountain Park, Colo.—The heart of the Rocky Mountains, crossed by the Continental Divide, famous for one of the highest roads in the world.

Sequoia Park, Calif.—Many groves of California Big Trees, including the General Sherman Tree, the world's largest, and about 4,000 years old.

Shenandoah Park, Va.—The heart of the Blue Ridge Mountains, famous for its 96 mile long Skyline Drive.

Wind Cave, South Dakota—Limestone caves where strong wind currents whistle through holes in the rock.

Yellowstone, Wyo., Mont., and Idaho—The largest and best known National Park, containing Old Faithful Geyser, bubbling Mud Pots, and Yellowstone Falls.

Yosemite, Calif.—Valley of sheer granite cliffs rising to 4,000 feet. Yosemite Falls is one of the two highest in the world.

Zion, Utah—Limestone cliffs more than half a mile high, brightly colored, where streams are carving new gorges, alcoves and grottoes.

NATIONAL MONUMENTS

Badlands, South Dakota—The Badlands Highway, 25 miles long, winds through strange rock formations like towers and castles. Pre-historic animals once roamed this area.

Bandelier, New Mexico—Ancient Indian pueblo farmers once built their homes and cliff dwellings here.

Canyon de Chelly, Arizona—The cliff dwellings were occupied for 200 years, between 1060 and 1275. They contain picture writing carved on the walls.

Casa Grande, Arizona—Ruins of buildings, over 500 years old, left by ancient Indians for an unknown reason.

Castillo de San Marcos, Florida—The oldest complete fort in the U. S., located in the city of St. Augustine.

Cedar Breaks, Utah—An orange-colored valley of spires and pinnacles, connecting Bryce Canyon with Cedar City.

Craters of the Moon, Idaho—More than 60 volcano craters and cinder cones 600 feet high . . . like the surface of the moon.

Devil's Tower, Wyoming—A rock tower 1,200 feet high, with cactus and sagebrush growing on the top.

Dinosaur Park, Utah—Bones of the ancient Dinosaur are found here. Huge, life-size statues have been built to show what these animals looked like.

El Morro, New Mexico—Huge rock in the form of a castle with inscriptions made by early Spanish explorers.

George Washington's Birthplace, Virginia—Fredericksburg, where the home of Washington's family has been restored.

Gettysburg, Pa.—Scene of the three-day battle of Gettysburg, which ended General Lee's second invasion of the North.

Jackson Hole, Wyoming—National Elk refuge, the winter home of 11,000 Elk, one of the last great herds of this kind in North America.

Mound City Group, Ohio—Ancient Indian burial mounds of a lost tribe.

Muir Woods, Calif.—One of the most beautiful of the famous Redwood Groves where the trees live for 2,000 years or more.

Oregon Caves, Oregon—Underground caverns known as the Marble Halls of Oregon, with one room 60 feet high.

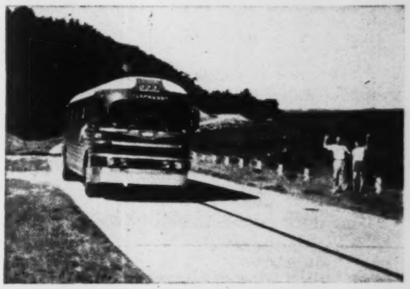
Perry's Victory and International Peace Memorial, Ohio—Commemorates victory of Commodore Oliver Hazard Perry over the British Fleet at Put in Bay.

Petrified Forest, Arizona—Ancient trees have turned to stone in brilliant colors. The stone is commonly called "Tigereye."

Statue of Liberty, New York—The tallest statue of modern times . . . a gift from France in 1886.

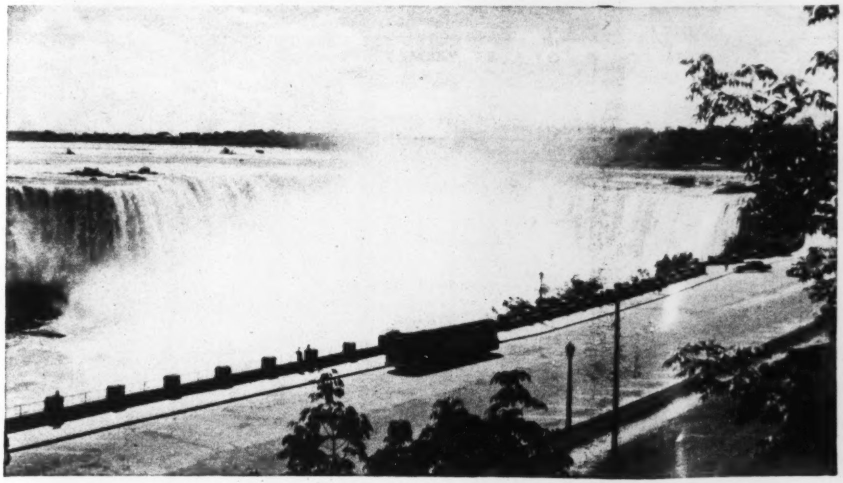
White Sands, New Mexico—Largest deposit of gypsum in the world. The dunes are 60 feet high, and are always shifting.

Great White Throne, Zion National Park, Utah, a huge rock mass reflecting sunset colors.



Michigan—this state, with its thousands of lakes, is a "water wonderland."

New York City—America's largest city, where more than 8 million people live.



Niagara Falls, N. Y.—One of America's most popular scenic spots.

Pirates' Alley, New Orleans.

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Suggested activities for this unit

TOPIC 1

Plan a Quiz Program based on questions to be originated by the students. The following questions will serve as suggestions, or as a base:

What kind of "highways" did the early pioneers follow as they moved West?

What was the name of their vehicles?

Where was the first concrete highway built?

From what vehicle did the motor coach develop?

Tell where the first nationwide bus system was started.

How does the motor bus make America one big community?

What are the two main differences between motor bus service and that of other transportation systems?

How do motor buses pay for their use of the highways?

Name three different kinds of services which motor buses offer.

What is the name of Greyhound's new luxury motor bus?

Why is it different from the motor buses used today?

TOPIC 2

Write a letter to a friend describing a bus trip, telling:

What you would wear.

Who you would see for travel planning help.

What route you would go—what route you would return. Name the cities.

What you would see on your way. On your return.

What you would do with your suitcase.

Describe the inside of your bus.

How you would make your hotel reservations.

Make a class visit to your local bus station. Ask for a timetable. When you return to class, read the information from the timetable that would describe the trip in your letter.

What do the light figures mean?

What do the black figures mean?

What time did you leave?

What time did you arrive?

What route did you take?

Where did you stop for lunch?

Where did you stop overnight?

TOPIC 3

Make a scrapbook of the famous American scenes you would especially like to see. On an outline map, locate these famous sights, and include the map with your scrapbook.

Make a "movie" showing the various ways of traveling by highway. Have each student describe his own picture.

Make a diorama or table display of a modern bus station.

Make a frieze showing a bus at one of America's natural wonders.

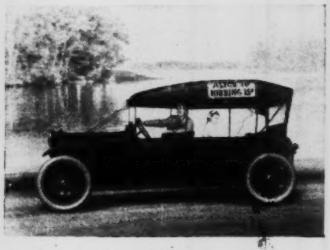
CULMINATING ACTIVITIES

Invite another class, and parents, to your concluding program. Have a refreshment bar serving cafeteria style as they would in a Post House.

Present a play showing the various steps of taking a bus trip.

Have a student, equipped with large map and pointer, describe a bus trip across the continent from beginning to end, and show where he would travel on the map.

Use the "movie" and the students' descriptions to illustrate the progress of American highways, and the development of the modern motor bus.



One of the earliest motor buses.

"SuperCoach" . . . the bus of today.

"Scenicruiser" . . . the bus of tomorrow.

GREYHOUND

A LOT MORE TRAVEL FOR A LOT LESS MONEY

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Your New Full-Color WALL DISPLAY

The 1953 edition of Greyhound's popular displays for classroom use—with full-color photographs of amazing scenes found along the highway.

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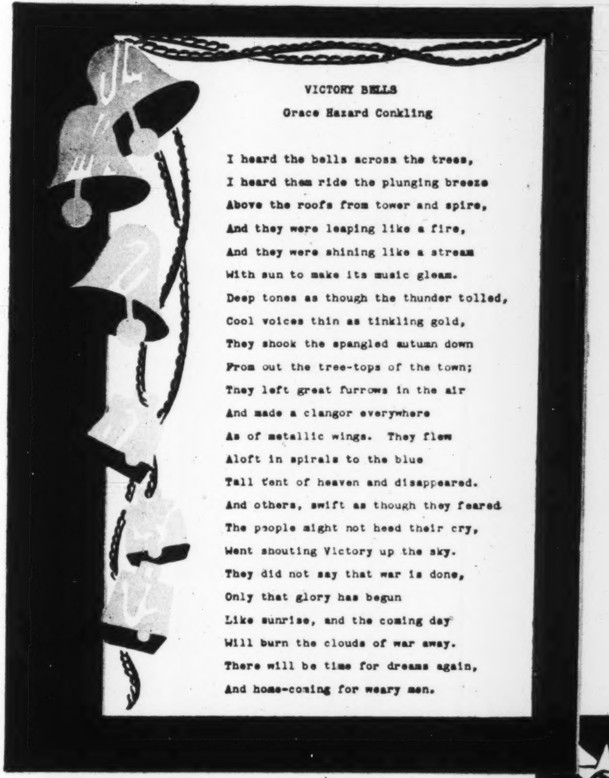
Celebrate *ARMISTICE DAY* in Art Class . . .

Else Bartlett

ARMISTICE DAY, like Memorial Day, is a time to give thanks for a heritage earned for us through the mortal sacrifice of many men and women. It is a good time to think of international and interracial love and tolerance.

THE USE of poetry is an effective way to put across an abstract, emotional idea. An art lesson planned around an Armistice Day poem will be likely to foster in children an appreciation for the meaning of this holiday. The poem can be copied in handwriting or it may be duplicated to save time. An appropriate mounting can be discussed and then a simple imaginative decoration planned to fit the mount and the margin around the poem. Crayon motifs, water-color stripes, or symbols such as bells of foil are suggested.

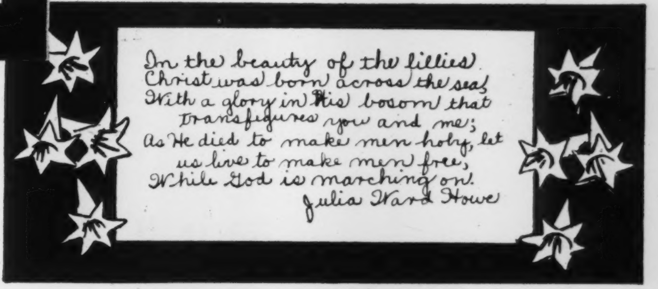
BESIDES the selections on this page, the following poems may appeal to some children, particularly if the teacher takes time to help clarify any unfamiliar concepts. "After Armistice Day," by Isabel Fiske Conant, and "Let Us Have Peace," by Nancy Byrd Turner, are in *Celebrations for Patriotic Days*, edited by Robert Haven Schauffler (Dodd Mead). "The Flag Goes By," written by H. H. Bennett, is in *A Treasury of Verse for School and Home* (Crowell). "America's Answer," by R. W. Lillard, a reply to "In Flanders Fields," appears on page 42 of this issue.



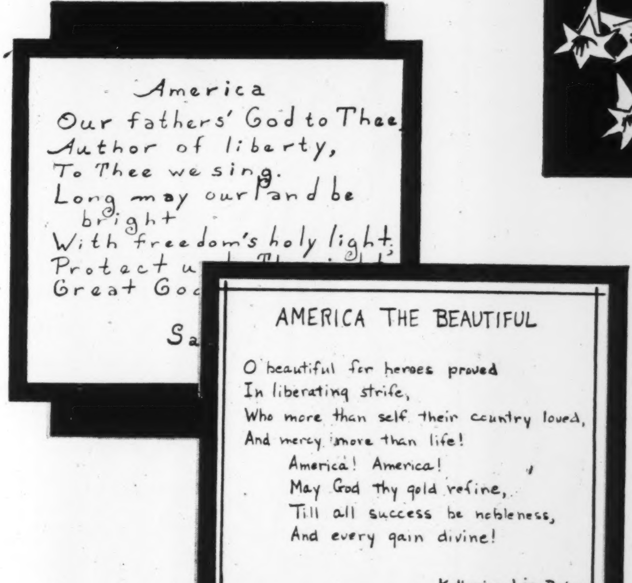
VICTORY BELLS

Grace Hazard Conkling

I heard the bells across the trees,
I heard them ride the plunging breeze
Above the roofs from tower and spire,
And they were leaping like a fire,
And they were shining like a stream
With sun to make its music gleam.
Deep tones as though the thunder tolled,
Cool voices thin as tinkling gold,
They shook the spangled autumn down
From out the tree-tops of the town;
They left great furrows in the air
And made a clangor everywhere
As of metallic wings. They flew
Aloft in spirals to the blue
Tall tent of heaven and disappeared.
And others, swift as though they feared
The people might not heed their cry,
Went shouting Victory up the sky.
They did not say that war is done,
Only that glory has begun
Like sunrise, and the coming day
Will burn the clouds of war away.
There will be time for dreams again,
And home-coming for weary men.



In the beauty of the lilies
Christ was born across the sea,
With a glory in His bosom that
transfigures you and me;
As He died to make men holy, let
us live to make men free,
While God is marching on!
Julia Ward Howe



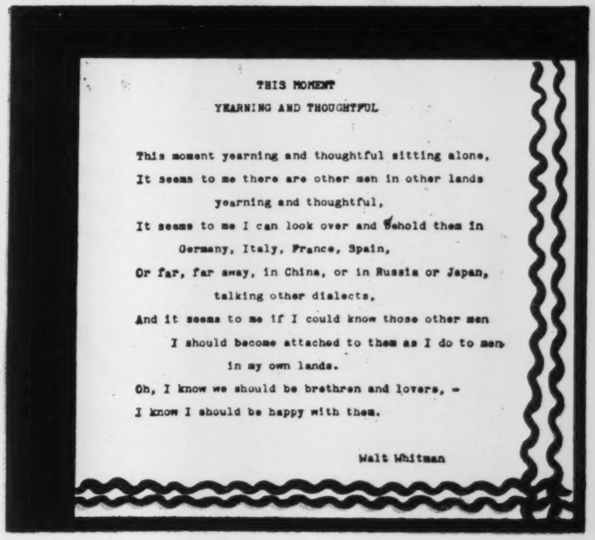
America
Our fathers' God to Thee,
Author of liberty,
To Thee we sing.
Long may our land be
bright
With freedom's holy light;
Protect u
Great Go

Sa

AMERICA THE BEAUTIFUL

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And every gain divine!

Katharine Lee Bates



THIS MOMENT
YEARNING AND THOUGHTFUL

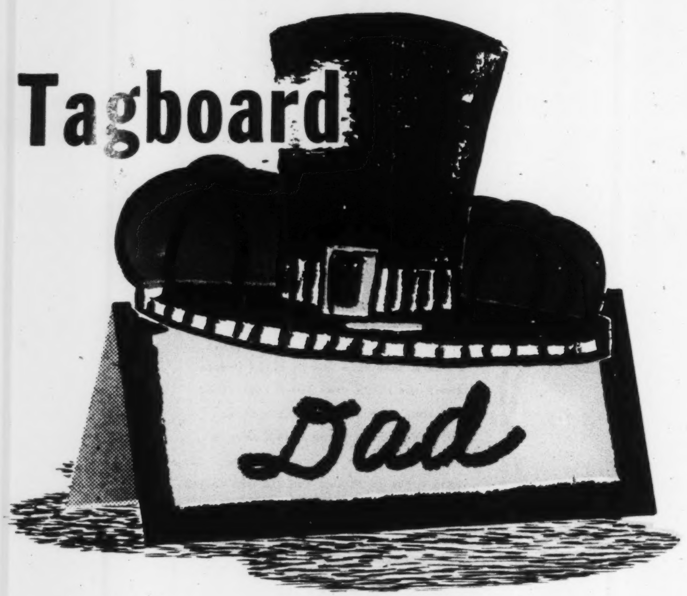
This moment yearning and thoughtful sitting alone,
It seems to me there are other men in other lands
yearning and thoughtful,
It seems to me I can look over and behold them in
Germany, Italy, France, Spain,
Or far, far away, in China, or in Russia or Japan,
talking other dialects,
And it seems to me if I could know those other men
I should become attached to them as I do to men
in my own lands.
Oh, I know we should be brethren and lovers, -
I know I should be happy with them.

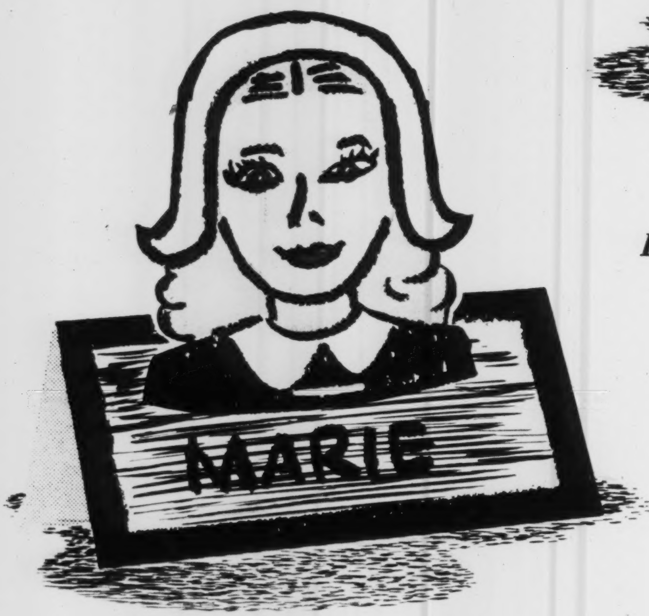
Walt Whitman

"Victory Bells" appears here with the permission of the author. It was published by Alfred A. Knopf, Inc. "This Moment Yearning and Thoughtful" is from Walt Whitman's *Leaves of Grass* (Doubleday & Co., Inc.).

[redacted] on Tagboard

Strong colors and bold outlines give effective results





For attractive Thanksgiving place cards

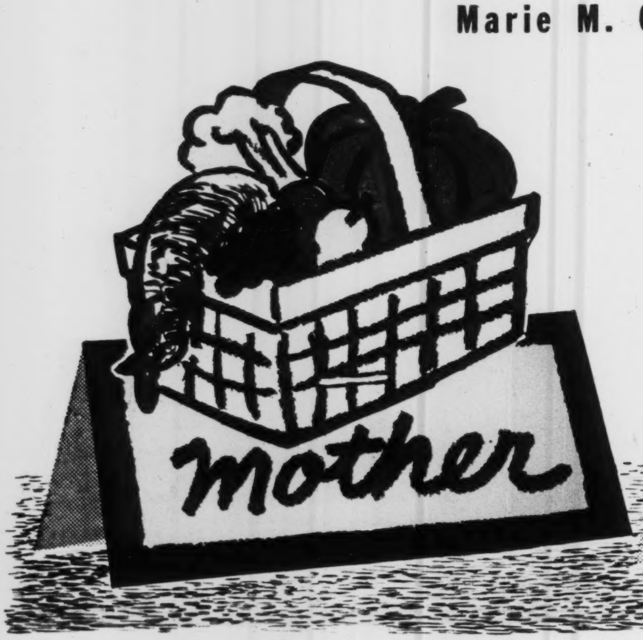
1. Fold a 4" square for the base (cut in advance on the paper cutter).

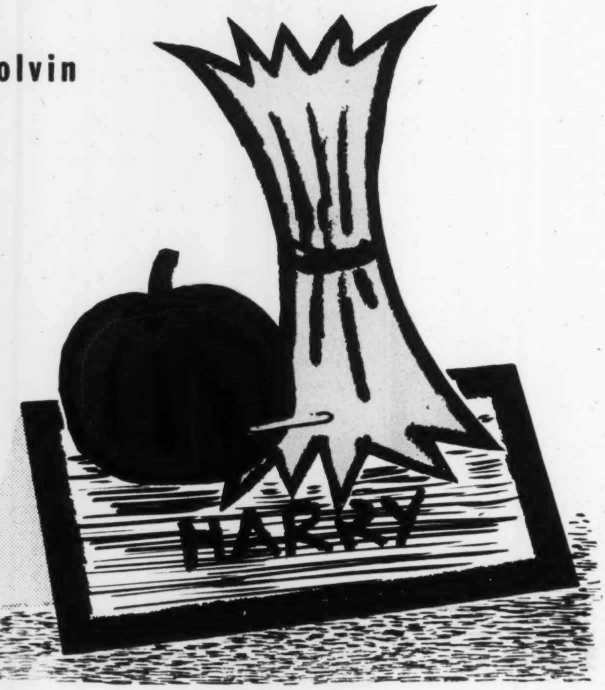
2. Draw the motif, using orange and yellow predominantly.

3. Outline the figure and base with a bold black line, and letter the name.

4. Staple the design to the front of the base.

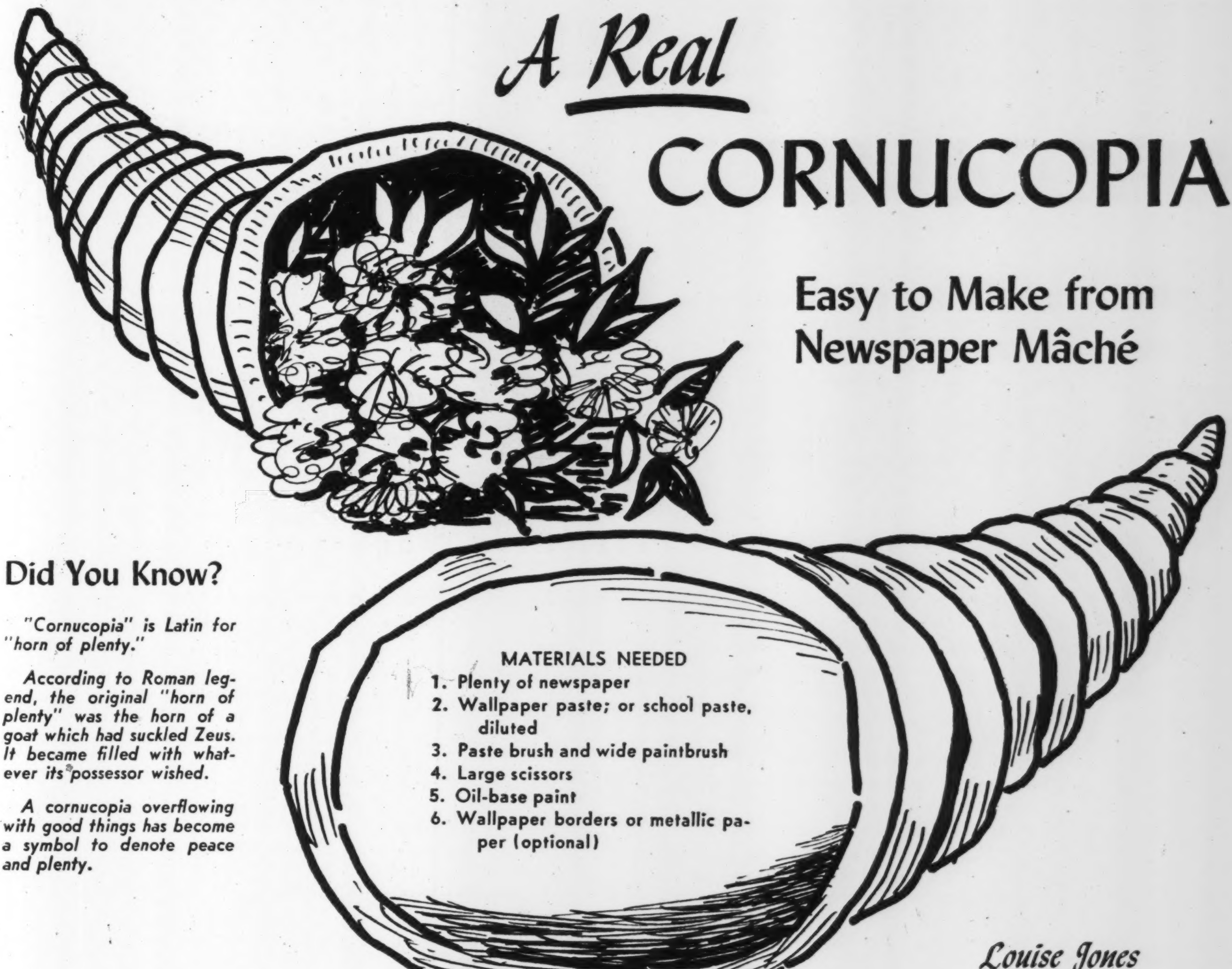
Marie M. Colvin





A *Real* CORNUCOPIA

Easy to Make from Newspaper Mâché



Did You Know?

"Cornucopia" is Latin for "horn of plenty."

According to Roman legend, the original "horn of plenty" was the horn of a goat which had suckled Zeus. It became filled with whatever its possessor wished.

A cornucopia overflowing with good things has become a symbol to denote peace and plenty.

MATERIALS NEEDED

1. Plenty of newspaper
2. Wallpaper paste; or school paste, diluted
3. Paste brush and wide paintbrush
4. Large scissors
5. Oil-base paint
6. Wallpaper borders or metallic paper (optional)

Louise Jones

NOTHING could be more suitable for a Thanksgiving decoration than a horn of plenty filled with fruits and vegetables. A child can easily make one for school or home.

To make a horn of plenty like the one shown at the top of this page, open out several sheets of newspaper and roll and paste them into a cone shape. Stuff the cone with crumpled paper so it will keep its shape. Flatten the side on which it will rest. Bend up the tip.

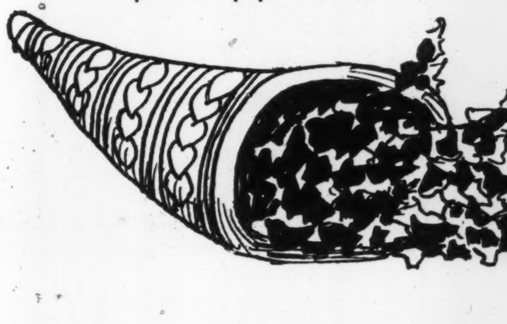
Next roll several thicknesses of newspapers into ropelike strips about 1″ in diameter. Flatten the strips a little. Beginning at the open end of the cone, paste a strip around it. Continue pasting strips as close together as possible. Use as many strips as you need to cover the cone. You will find that you need to reduce the thickness of the rolls as you come toward the tip of the horn.

Covering each layer of newspaper with paste before making the roll is a good idea if you want a durable product. It makes the cone quite damp and slow to dry, but the finished product is firm and solid.

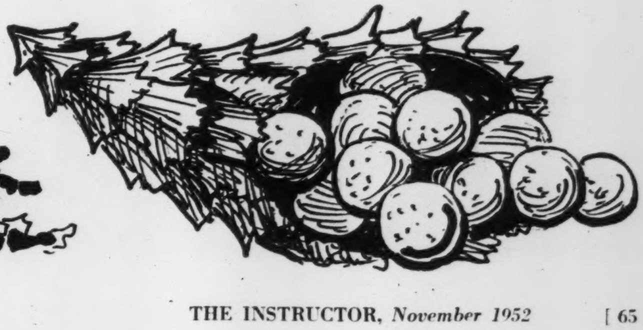
Paint the dry cornucopia with an oil base paint—a gray green is effective on the outside. Black on the inside sets off the contents to good advantage.

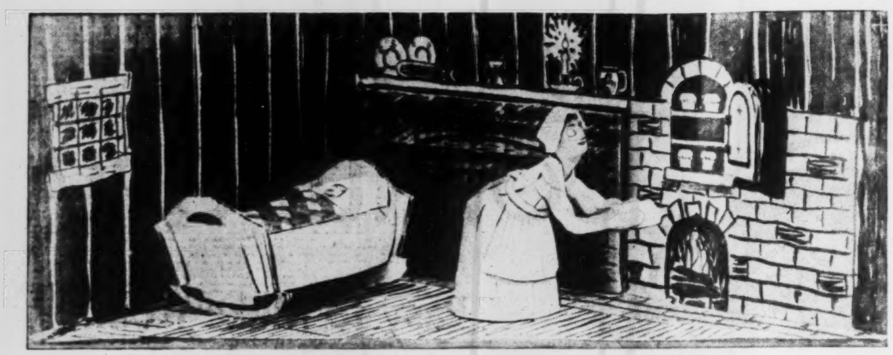
Fill the horn of plenty with real fruits, vegetables, and gourds. Imitations of these things can be made out of papier-mache or some homemade modeling material, such as sawdust mixed with flour and water.

Instead of using paint, try covering a cornucopia with strips of wallpaper border.



Paste on leaf shapes cut from metallic paper for a modern-looking horn of plenty.





The Pilgrims' Party, by Sadyebeth and Anson Lowitz, whose drawings inspired the dioramas pictured, is a Grosset & Dunlap publication.

The PILGRIMS' PARTY

A Corner Diorama Project for Thanksgiving

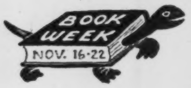
THE CORNER DIORAMA offers several good points in preference to the shoebox miniature. It is easier to work in, the absence of a top gives more light, and two can be made by cutting one corrugated cardboard carton diagonally. Backgrounds can be quickly painted in with India ink or showcard colors.

A general topic like "Thanksgiving" will not suggest as much as: "The Pilgrims' storeroom was bulging with food," "The mothers baked for days before the feast," or "The Indians brought popcorn to the party."

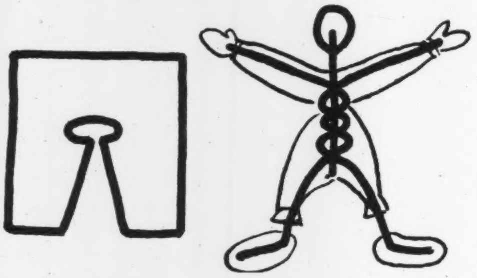
The woman in the baking scene is made of oily nonhardening clay, with a small inverted paper cup for the skirt form. A wire runs through the arms. Embossed paper napkins are cut for her cap, collar, and apron.

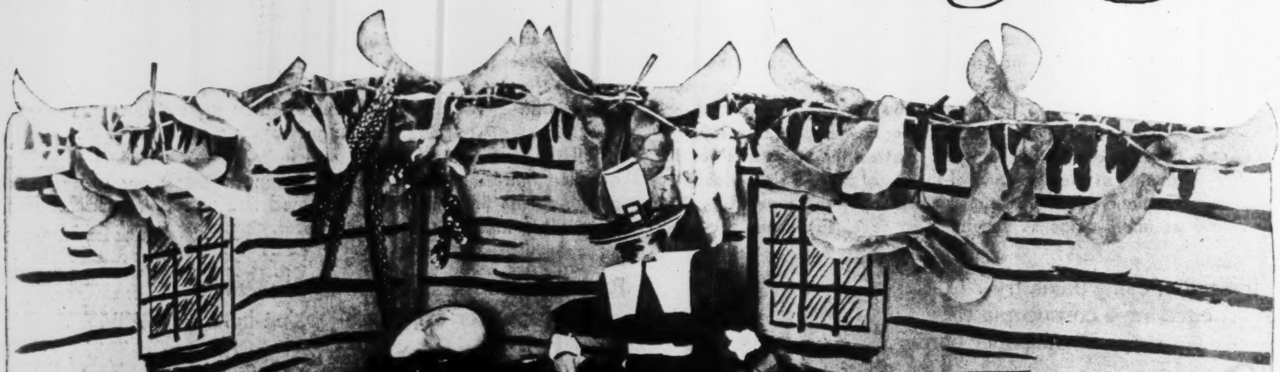
The Pilgrim man is made of two and a half pipe cleaners twisted to form the legs, arms, and neck. The chest is padded with paper toweling. The coat is tunic style, put on after the trousers and sleeves have been made of crepe paper and fastened with a single strand of picture wire. This is fine, but still strong enough.

The subjects for these dioramas were taken from the book *The Pilgrims' Party*, by Sadyebeth and Anson Lowitz. Any popular children's book can be so dramatized. A book enjoyed by a child will remain in his mind for a short time, but an episode worked out in miniature utilizing knowledge gained from the book will bring lasting satisfaction since it calls for creative imagination.

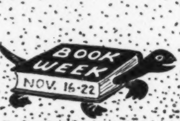


Noel Pearce





A First Grade in Madison, Nebraska, presents:



RUMPEL STILTSKIN

ONE AFTERNOON last year after the first-grade children had seen the operetta, "Rumpelstiltskin," put on by the upper grades, they were bubbling over with enthusiasm describing the parts they liked best. The lovely Queen, with her beautiful sequined gown and crown that sparkled, seemed to impress them all.

"She was so pretty! I'd like to draw her," said one little girl.

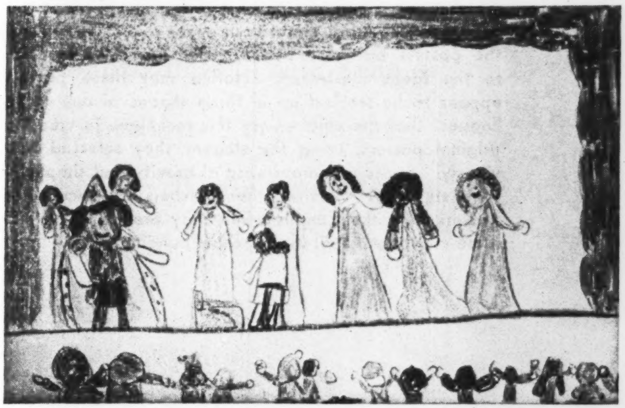
"Oh, may we?" others joined in.

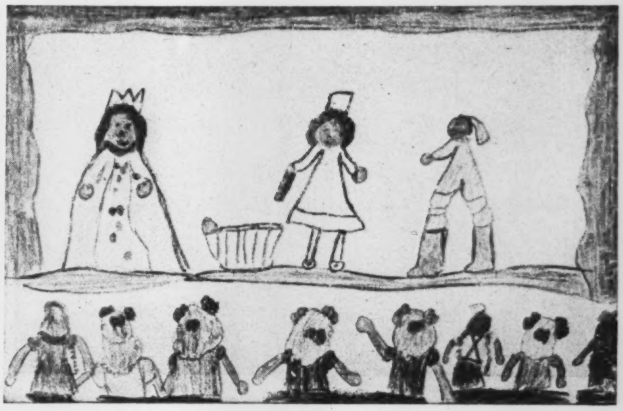
"Of course!" I agreed. "Draw the Queen on the stage, or any part of the operetta that you liked."

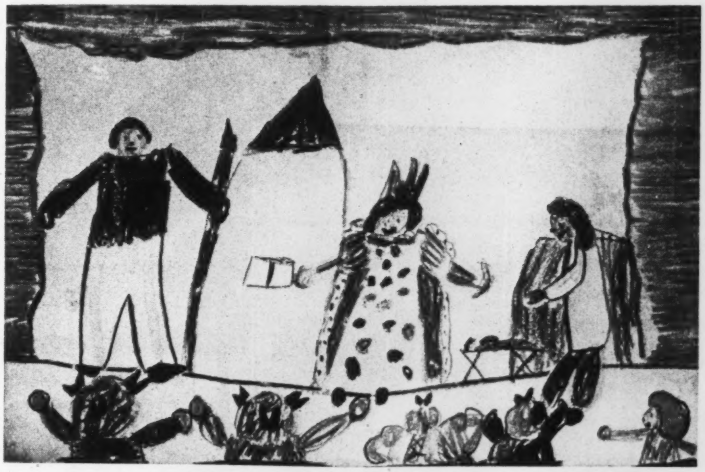
The children were delighted. This was something new. They had never before tried to portray what they had seen on the stage.

The finished pictures showed the Queen as the outstanding character. I gave each child some glitter to apply to the Queen's dress in his picture.

It is interesting to note that when children have something they truly wish to represent, they are more likely to work spontaneously. Their skill increases also as they find that drawing can be as natural an outlet for their emotions as talking.







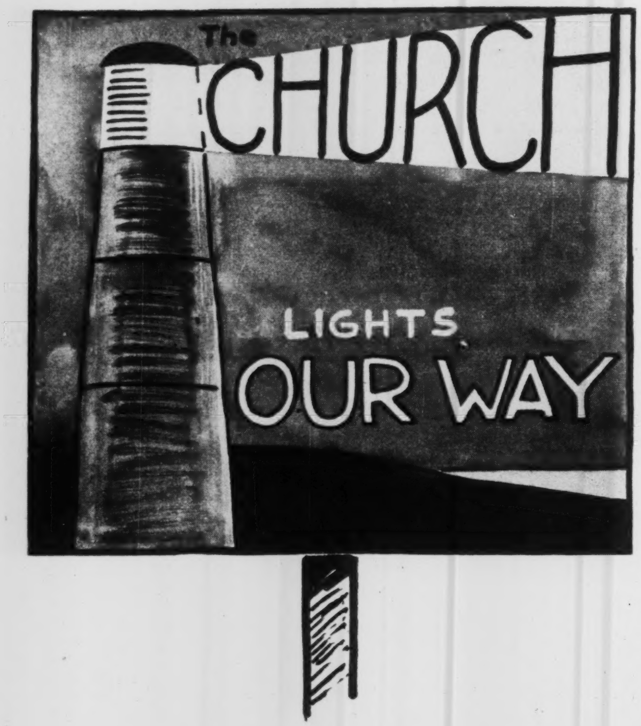
Bernice Walz

Drawing a scene from a stage production, movie, or television show, is a good introduction to the creating of imagined scenes from books. The limitations of stage or screen, recalled as he attempts to reproduce a scene, will help a child limit his book illustration.

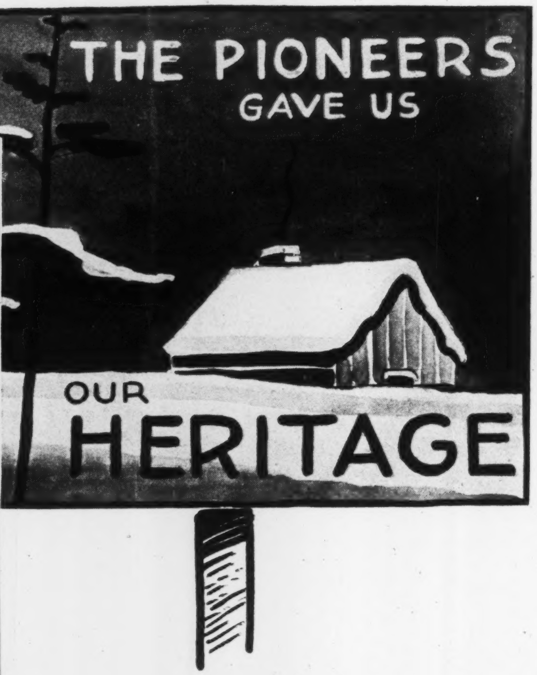
Tell Your School about

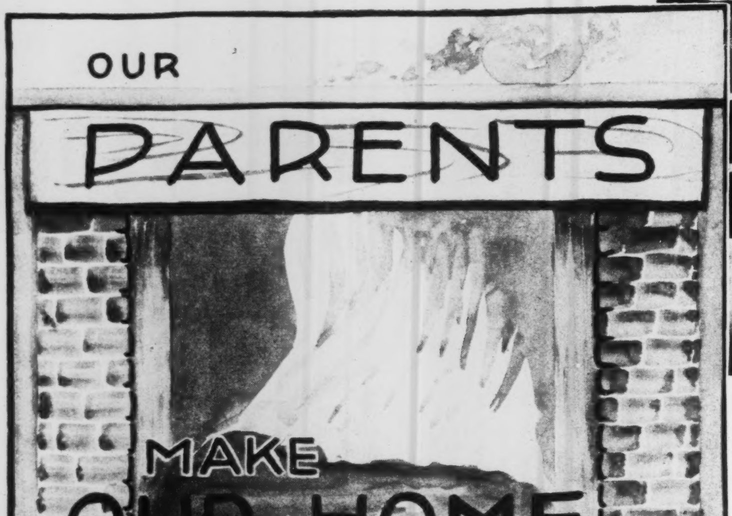
AMERICAN EDUCATION

Theme for 1952: "CHILDREN IN TODAY'S WORLD"



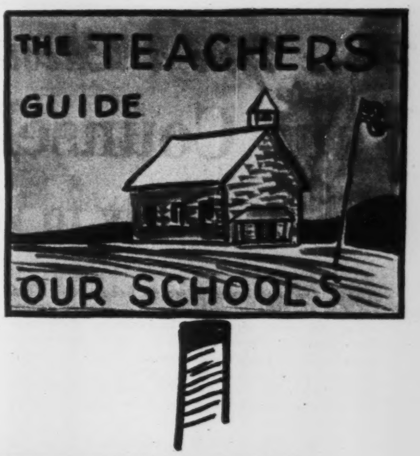
ORIGINALITY in children's thinking can be brought to light by a class discussion of the seven subdivisions of this year's theme for American Education Week—each representing a different phase of education. Try to get one good slogan, or more, from every child. Then show the posters on these pages. Get the class reaction to the ideas illustrated. Notice that these posters appear to be worked up in three shades of one color. Suggest that the children try this technique in creating original posters, using the slogans they selected previously. Stress the importance of brevity and simplicity in poster work. Invite other teachers to discuss the posters with their pupils while they are on display in some convenient spot in the school building.





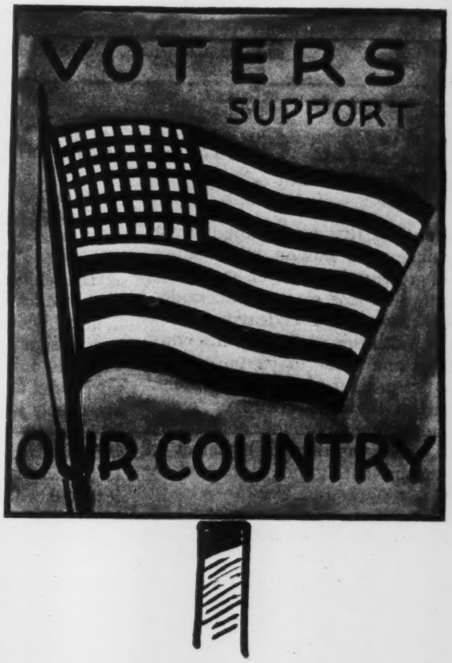
WEEK *November 9 to 15*

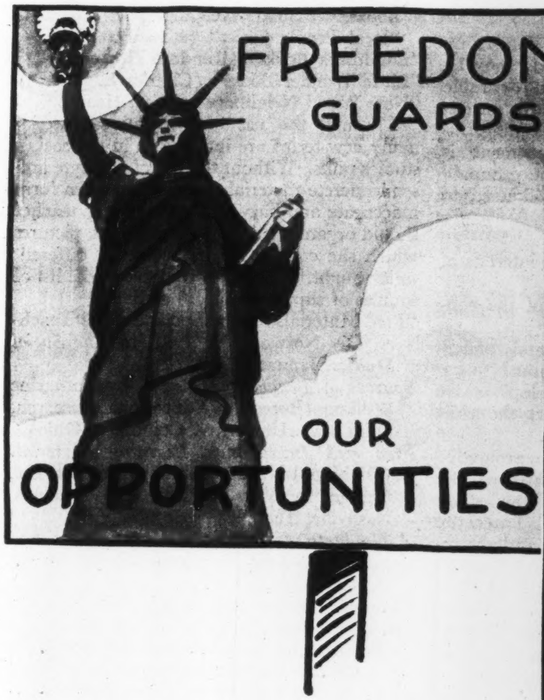
Jane Turner

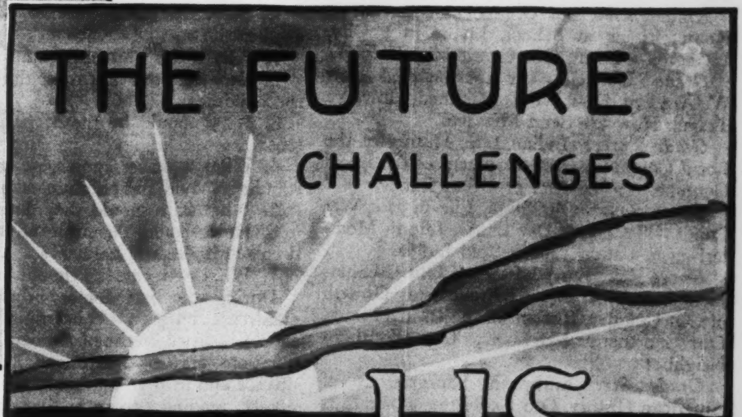

THE TEACHERS
GUIDE
OUR SCHOOLS

Daily Themes for the Week

- **Sunday: Their Churches**
- **Monday: Their Homes**
- **Tuesday: Their Heritage**
- **Wednesday: Their Schools**
- **Thursday: Their Country**
- **Friday: Their Opportunity**
- **Saturday: Their Future**


VOTERS
SUPPORT
OUR COUNTRY


FREEDOM
GUARDS
OUR
OPPORTUNITIES


THE FUTURE
CHALLENGES
US

Have You a Question?

Your Counselor Service

Is Ready to Help You!

HERE are nine specialists to help you. Just send a specific question to the proper counselor in care of The Instructor, Editorial Department, Dansville, N.Y., and enclose a stamped, self-addressed envelope. You will receive a reply without charge. In every issue this year, except December, there will be a feature article by one of these counselors.

Fabian Bachrach

Glenn O. Blough
Specialist in Elementary Science, U.S. Office of Education
SCIENCE

F. Dean McClusky
Associate Professor of Education, University of California, Los Angeles
AUDIO-VISUAL AIDS

Hannah M. Lindahl
Supervisor of Elementary Education, Mishawaka, Indiana
SOCIAL STUDIES

Laura Bryant
Teacher of Singing, Ithaca, New York
MUSIC

Paul L. Hill
Director of Educational Counsel, Winnetka, Illinois
CHILD DEVELOPMENT

Foster E. Grossnickle
Professor of Mathematics, State Teachers College, Jersey City, New Jersey
ARITHMETIC

Blackstone

Nila Banton Smith
Director, Reading Institute, New York University
READING

Jessie Todd
Instructor in Art, University of Chicago Laboratory School
ART AND HANDWORK

Louise Oakley
Supervisor of Elementary Education, Union City, Tenn.
LANGUAGE

The Content of the Social-Studies Program

HANNAH M. LINDAHL

THE social studies, that part of the curriculum dealing with human relationships, have assumed growing importance as we realize the urgent need for sympathetic understanding and co-operative endeavor in our global world. With this realization has come recognition that one of the major purposes of the social-studies program is to help the child become aware of his membership in several groups—the home, neighborhood, community, state, nation, and world—and that out of those memberships spring privileges and responsibilities.

In order that our purpose may have a logical development in terms of the child's maturity, we need to answer this question: What should be the content of the social-studies program if the learning experiences are to lead to greater understanding of man's problems, his response to environment, and his record of achievements? Units like these are frequently used.

Kindergarten and Grade One: Living at Home, Living at School, Living in a City, Living on a Farm, Our Community Helpers.

Grade Two: How We Are Sheltered, How We Are Fed, How We Are Clothed, How We Travel, How We Send Messages.

Grade Three: Indian Life, History of the Local Community, Development of the Local Community, Children of Other Lands.

Grade Four: Our State, Life in Hot Wet Lands, Life in Hot Dry Lands, Life in Mediterranean Lands, Life in Cold Lands.

Grade Five: Early History of Our Country, Pioneer Life, Westward Movement, Growth of Our Country, Regions of the United States, Our Northern Neighbors, Our Southern Neighbors.

Grade Six: European Backgrounds of American History, Our Government, the British Empire, the Union of Soviet Republics, France, Italy, Germany, the Scandinavian Countries, China, India, and so on.

For a more detailed listing of units, see *Social Studies for Children in a Democracy* John U. Michaelis (Prentice-Hall, Inc.).

Unit teaching is recommended for the social-studies program for all grades inasmuch as the child makes many associations and therefore learns more readily. In this plan is a unity which is not possible with page-by-page assignments.

In the unit plan where meaningful content, purposeful activities, and learning experiences are closely interwoven, the child is motivated by purposes which grip his interest. When the unit is introduced, he is given an opportunity to tell what he already knows about the subject and what he would like to know. Thus his purposes become directly involved in planning the unit.

There will be preplanning, of course, by the teacher in order that the study may be guided by essential purposes and desirable outcomes. The children should have an opportunity to help with specific planning, allowing flexibility whenever adjustment is necessary to meet the needs of the group.

In preplanning, the teacher will need to ask herself:

1. Why is this unit important?
2. How does this unit meet the interests of the children?
3. What should be the scope of the content?
4. What specific knowledge and understanding should the children acquire?
5. What skills should they develop?
6. How should this unit affect the children's attitudes and habits?
7. What new interests should be aroused?

During the introductory discussion, the children's questions concerning the study should be listed on the blackboard. Later, the questions may be rearranged in orderly sequence and used as a guide in motivating reference reading, group activities, and class discussions. Whenever there is class agreement on the answer to a question, check off the question to indicate attainment of a study goal. This helps to establish good habits of study and elementary research.

In trying to find answers to the listed questions, the children will engage in such meaningful and purposeful activities as reading the textbook and supplementary references, giving reports as individuals or committees, making illustrations and diagrams, taking class trips, seeing films and filmstrips, participating in class and panel discussions, relating personal experiences, and writing to sources for information and illustrative material.

Teachers frequently wish to know about books for reference reading in the social-studies program. The following list of books in series may be helpful.

"The American Adventure Series" (Wheeler Pub. Co.)
"Basic Social Education Series," "Film-Story Books," "Good Neighbor Series," and "Real People Series" (Row Peterson)
"Landmark Books" (Random House)
"Little Wonder Books" (Charles E. Merrill)
"New World Neighbors" (D. C. Heath)

Through the use of illustrative material many new terms are introduced in the social-studies units. Without the use of concrete and semiconcrete material, the children often form inaccurate and hazy concepts. Every teacher should organize a filing system for the pictures which she collects for use with the different units taught. The following is a partial list of sources of supplementary materials.

"Free Materials for the Social Studies Teacher," by Norwood M. Cole, in *The Social Studies*, January 1949.
Sources of Teaching Material, by Catharine Williams (Bureau of Educational Research, Ohio State University, Columbus, Ohio).
Free and Inexpensive Learning Materials (Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tenn.).
A Guide to Audio-Visual Materials for Elementary School Social Studies, by W. H. Hartley (Rambler Press, Brooklyn, N.Y.).
Coupons for free and inexpensive materials are listed in each issue of THE INSTRUCTOR.

Through the social-studies program each unit will be correlated with other learning areas. Every correlation activity should make a contribution to the learning goals set for the unit. Among the activities in the language arts are: (1) reading

(Continued on page 103)

DAY BY DAY FOR NOVEMBER . . . *Esma Hackett's Daily Suggestions to Help You in Your Classroom*

3. This month teachers of American children everywhere, whether in Japan, Guam, Germany, or here at home, will be busy with activities relating to American Education Week and Children's Book Week. The NEA is always glad to lend a helping hand in celebrating Education Week while the Children's Book Council has many helps for use during Book Week.

4. As you know, your NEA Journal lists free and inexpensive aids to help you advertise as well as celebrate Education Week. A free catalogue (Book Week Manual) describing items that may be ordered for use during Book Week can be obtained from Children's Book Council, 50 West 53rd Street, New York 19.

5. The November elections provide teachers of older children with a timely motive for helping the class to understand how the people's choice for president is elected in our democracy. The class discussions may well challenge the group to discover how many other member countries in the United Nations have a representative form of government similar to our own.

6. A bulletin board devoted to parents with young children can be useful in giving some worth-while advice during Open House. The theme, "Help Your Child Develop a Wide Vocabulary," is excellent. Amusing cartoonlike illustrations (drawn by older pupils) can be used with such captions as: Give Things Right Names, Read to Your Child, Buy Books for Your Children, and Answer Your Child's Questions.

7. During the parents' visits, help to familiarize them with the terms that their children use by labeling such spots in the classroom as: Our Library Corner, Science Museum, Worktable, and Play Center.

• • •

10. Even though they do not make so attractive a display as creative art work does, be sure to include workbook exercises, spelling and number papers, and some of the duplicated material used to teach specific skills, when your exhibit of the children's work is planned for the parents' benefit. Overemphasis on creative material will give a wrong impression of the work being done in your classroom.

12. When first introducing pronouns to the less-advanced reading group in your first grade, be sure that the children understand which nouns the pronouns "he," "she," "it," and so on, stand for. And, don't forget to teach both the capitalized and lower-case forms of new words when the group is to meet them in their reading text. Use the simple matching blackboard games suggested in your reading manual to give your group the practice needed in recognizing such vocabulary relationships quickly.

13. A revised list of juvenile books which cost $.85 or less apiece can be obtained from Association of Childhood International, 1200 15th St. N.W., Washington, D.C. The price of this little catalogue is $.50. Teachers who are asked by parents for the titles of inexpensive books that are suitable for their children will find this publication of real value to them.

14. Some of the mechanically-minded boys in your class will have fun working out designs based on common machine parts as an art problem. The more skillful may like to try their hand at constructing mobiles of paper, or of wire and thin metal.

• • •

17. Give the children a chance to help decide on the kind of living, growing things to be kept in the classroom during the coming months. It is easy to take care of both turtles and goldfish. Turtles often try to hibernate in winter; consequently, the class has a chance to observe characteristic behavior of this phase of animal life. Ivy, cacti, and philodendron will thrive where flowering plants will not, so are excellent for use in the classroom. The more responsibility your children take for having an attractive classroom, the greater will be their pride in it.

18. You may sometimes discover that you have used negative language in phrasing directions or requests to the children. Try to think of a better way to word what you have just said, and you will become increasingly conscious of your phraseology; then it will improve rapidly.

19. Among the many famous people who were born this month, there are several in whom your older boys and girls will be interested. From the long list of names given under "November" in the encyclopedia, your pupils can select the ones which appeal to them. The reports which follow a period of exploration will make an interesting addition to your opening exercises this month.

20. For the slow readers in your upper-grade class, make use of sports, frontier, and Indian stories to develop a new interest in reading. There may also be a book which will have real appeal for some individual child in the series, "Childhood of Famous Americans," which is published by Bobbs-Merrill. The Walt Disney picture books have appeal for many younger children with reading problems. The simple readers about cowboys published by Beckley-Cardy Co. will interest almost every small boy.

21. Try to provide a regular period on your daily program for correcting workbook exercises as soon as they have been completed. In large classes, one can check only those of a small group each day, but by careful planning, each one of your pupils can benefit from a personal conference with you fairly frequently.

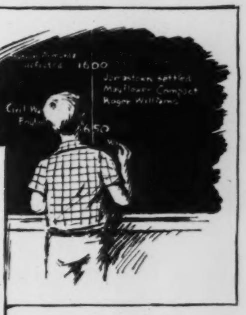
• • •

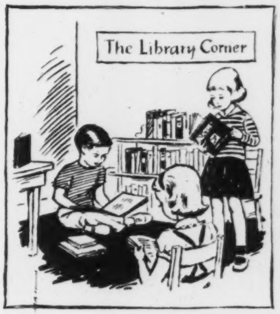
24. Since the emphasis on historical dates is so slight nowadays, it is doubly important for teachers to help children develop an understanding of time relationships. A time line might well be constructed to show the events taking place in the Old World while the Pilgrims were settling here in America, for example.

25. A challenging question or two will strike the spark needed to set the class searching for information about the customs of early days in America. Something of this nature should do the trick. Why were there holes in hornbook handles? Who used the "whispering stick"? Would visitors rather sit above or below the salt?

26. As your first-graders finished their preprimers did you check to see whether they had acquired the following? (1) good reading habits (no pointing or lipping) during silent reading, (2) intelligent phrasing during oral reading, (3) adequate command of preprimer vocabulary to use in reading primers, (4) ability to use their reading knowledge to figure out signs, news, and items on the bulletin board.

28. In addition to expressing themselves creatively, which is important, give your older pupils a chance to practice writing concisely. After a "how-to-do-it" has been written, let them try to follow their own written directions.





Balanced Breakfasts

For Our Pet Rats

IN CLASS we had often talked about correct eating habits. One day we were given the chance to really learn how important a balanced diet is for everyone. See what we did and what we discovered.

1

One morning when we walked into our room we found four white rats which someone had given us.

2

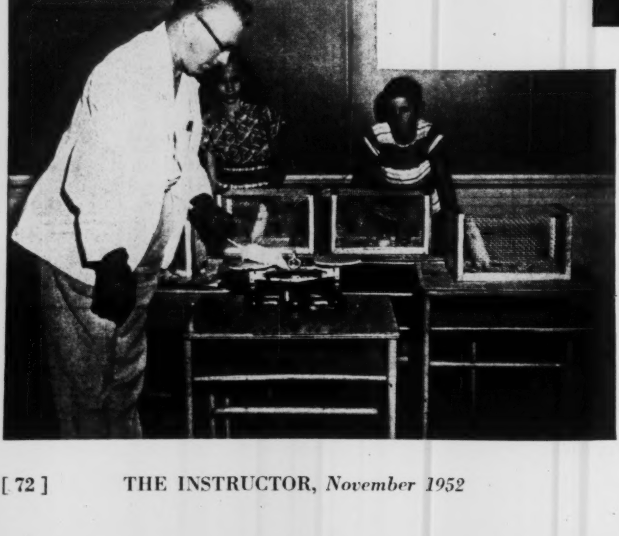
We discussed what to feed them. Everyone had ideas....

3

PHOSPHORUS
CALCIUM
IRON

....but we decided to find out more about vitamins, minerals, and a balanced diet.

4



Success! Billy the Kid and his friends were weighed. They had gained, and looked very sleek and smooth. You should have seen our neat records.

Were Our Goal

Mary Berrong

Teacher, Fifth Grade,
Weatherford, Oklahoma

Then for Ourselves

5

After experimenting with rats, we planned a breakfast for ourselves --just like true scientists.

6

Two of us shopped for the food. The grocer was helpful and interested in what we were doing.

The end result-- a delicious breakfast. The cantaloups were sweet, the bacon crisp, and the eggs just right.

7

8

Our guests really appreciated the service, and there was plenty for second helpings.

OUR conclusion: A good breakfast every morning is a fine way to start the day. Don't you agree with us?

Teachers' Help One Another Club

ARTICLES for this department should not exceed 300 words. We prefer them typed, double-spaced, each on a separate 8½" x 11" sheet. Put your name and address on each sheet and on every photograph or sample. Address: Teachers' Help-One-Another Club, THE INSTRUCTOR, Dansville, N.Y.

Articles cannot be acknowledged or returned, but if an item is not heard from in six months it may be considered rejected.

We will pay two dollars upon publication for each article used and an additional dollar for a photograph or a drawing.

Keep your contributions coming!

A CAGE FOR COCOONS

Ethel Taylor

ONE of my teacher friends made a cage for cocoons, which was placed on a window sill where all the children could watch the moths come out of their winter homes, dry their brilliant wings, and, when a child opened the door, fly away to freedom. It was very simple and so constructed that it might be folded away when not needed and brought out again for another season's use. The materials used were green mounting board, coarse white net, and several strips of white muslin for hinges.

The teacher cut four pieces of the mounting board 14" x 7" and two pieces 7" square. She used one of the large-size pieces for the bottom of the cage. From all the other pieces she cut the centers, leaving a frame 1" wide all the way around. The three large pieces formed the top and two sides of the cage and the square pieces the ends. She pasted the net smoothly over the five pieces with the openings and then fastened the six pieces together with muslin hinges to form an oblong box, making sure that one piece was hinged at only one edge, for a door. The cage was then tied securely with a cord.

READING IS FUN

Joy U. Hamstead

IN ORDER to encourage my first-graders in reading, I write directions, instructions, and stories about things that happen to me or to my family in addition to our many experience records. One day our pet cat insisted on bringing her kittens into the house. The funny incidents went on a chart and how the children chuckled! Some days our entire blackboard is covered with stories.

Before we read new words in a book I use them in stories about ourselves so that when they appear in the book they are no longer new. Books become boring when used alone but stories about ourselves are always interesting. After the class has had so much pleasure with them, reading from books is easier and more fun, too. We also like to see whether we can find out what new words are without being told.

Evidence of the children's interest reached a high point when one little girl brought her doll, went to the blackboard, and with the aid of another child, wrote a story about her doll. Two other children immediately wrote stories. We keep our original stories in a scrapbook.

A WEAVING PROJECT

Ruth Fell

A PROJECT that my fourth-grade classes have enjoyed for several years is weaving hot-dish pads. We have purchased 6" metal looms, and a number of pupils bring their own. We buy heavy bright-colored cotton rug yarn. The children enjoy experimenting with color combinations, and most of them like the work. It is especially popular on rainy days when they cannot play outdoors at recess or at noon.

After we have a hundred or more pads completed, the children go out on a selling mission and always come back with more orders than we can fill. At twenty-five cents each, it is easy to clear around thirty dollars or more during the winter. This money we always use to finance a class trip to a near-by city.

Arithmetic lessons based on the sale mean more to the children than problems out of a book. Handling money of their own is always practical.

NEWS MAP QUIZ

Ruth S. Taylor

EACH week the sixth grade receives a World News Map for use in current events. In order to stimulate interest we have a weekly Quiz Show. The map is posted on Monday, and during the week the pupils hand in as many questions with answers from the news map as they choose. On Friday afternoon six pupils are chosen to be the contestants. The questions are asked by the Quiz Master. The pupil who gives the most correct answers is the Quiz Master for the following week.

The questions which cannot be answered by the contestants are answered by the group of pupils who make up the audience.

SPELLING BOXES

June W. Leland

AS AN aid in spelling, I mark off ½" squares on heavy drawing paper and print on each one a letter of the alphabet, six of each consonant and twelve of each vowel. A sheet for each child is mimeographed, and the children are instructed to cut on the lines. Each child keeps his letters in a small box, such as a matchbox, in his desk.

The letters are used in connection with phonics work and with spelling. For example, in one spelling lesson, the teacher spells each word but does not say it, and the children assemble the letters and pronounce the word when they complete it.

Another drill is independent seatwork. Children copy, with their letters, the given spelling words, either from a book or from the blackboard. Then they write the word they have formed, first with the finger tip and then with a pencil. Although I use this plan in second grade, it should be practical in any grade where spelling is taught.

CLASS PHOTOS

Shirley L. Schanzer

A GROUP picture of the entire class, including the teacher, can be taken during a recess period in the outdoor playground. Then individual prints of this photograph can be ordered by the pupils, and made up in the same size or enlarged, to be presented as a holiday gift to Father and Mother.

This group picture is very valuable, since it is a constant reminder to the child that he is an accepted member of a group of children his own age, that he "fits in" with the others, that his classmates are his friends. It also serves as a remembrance of this particular class. From the smiling faces staring back at him every time he looks at this picture, he recalls the happy experiences of the grade.

OUR TELEVISION SET

Lucia Mack

BILLY, a sixth-grader, built our "television set" from an idea that he read in a newspaper. The wood frame is spray-painted and the "screen" is plate glass. There is a little pole across the top on the inside which holds the pictures, and a big light bulb is hung behind the pole.

We have found many uses for our set. It served for decoration at our Thanksgiving assembly program when it displayed a Pilgrim man and woman. It became an aid in the improvement of oral diction when each child's silhouette was put in turn on the screen to remind him to correct his errors in grammar. Various groups have written original television programs to present to the rest of the class.

Abraham Lincoln and the first national Thanksgiving

A PLAYLET

TIME: Early afternoon, Thanksgiving Day, 1863
PLACE: The White House, Washington, D. C.
CHARACTERS: Abraham Lincoln
William Seward
Mrs. Lincoln

(We are in the library of the White House. President Abraham Lincoln is talking quietly with his Secretary of State, Mr. William Seward.)

Seward: Well, Mr. President, this is our first national Thanksgiving Day.

Lincoln: Yes—for the first time, each of the states is celebrating on the same day.

Seward: But actually, haven't Americans been observing a day of thanks since colonial times?

Lincoln: Yes—and the spirit of Thanksgiving is even older than that. Ever since man has looked to a God for guidance, he has set aside special days to thank Him for His kindness.

Seward: But since our own colonial times, each state Governor has proclaimed a day of thanksgiving for his state only. Not until this year has any President set aside a national Thanksgiving Day for all the states.

Lincoln: I hope the custom will continue. It is fitting that all the people of our great country join together to thank God for His great gifts.

Seward: Many of our people attended church today. Some churches decorated their altars with all the bounty of the farm.

(Mrs. Lincoln enters)

Mrs. Lincoln: Good day, Mr. Seward. Am I intruding into an important discussion?

Lincoln: Hello, my dear. Mr. Seward and I were talking about how the people are celebrating the first national Thanksgiving Day.

Mrs. Lincoln: I expect most of them will be sitting down to the same traditional feast we are having.

Seward: Yes—turkey, and pumpkin pie!

Lincoln: And cranberry sauce, and onions, and gravy.

Mrs. Lincoln: How can we help but feel humble and grateful in a land which gives so freely of these good things!

Lincoln: Let us all thank God that we live in a land of plenty, and pray to Him for the strength and wisdom to keep it whole!

This month, Americans will observe for the 89th time the national Thanksgiving holiday instituted by Abraham Lincoln back in the days of the Civil War. And this year, many of us will give our thanks over the same traditional dinner that people ate back in 1863.

Cranberry Juice
Sweet Potatoes **Creamed Onions** **Squash**
Roast Turkey with Dressing **Cranberry Sauce**
Pumpkin Pie **Plum Pudding** **Mince Pie**
Milk **Coffee**

Such a dinner itself is as much a cause for celebration today as it was back in 1863. But think of the tremendous bounty of other foods we can enjoy today that weren't available then. Blueberries in January! Summer vegetables in December! And people who live thousands of miles from the ocean can enjoy shrimps, lobster, and other delicacies from the sea.

Thanks to modern canning processes, every year there are more and more delicious foods available to everyone everywhere, and at any time. Practically all the foods on the Thanksgiving menu above come in cans, along with hundreds of others. The American Can Company makes the containers for most of these foods that you find in cans on your grocer's shelves.

Note to teachers: Reprints of this playlet for class use will be sent at your request.

Address: Home Economics Section, American Can Company, 100 Park Avenue, New York 17, N. Y.

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Book One

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MIDDLE GRADE EXPERIMENTS

These new books, written by one of America's leading young educators, are outstanding teaching tools for instruction in elementary science. The organization of the science material follows that recommended by the Federal Office of Education and meets the curriculum requirements of most states.

The books are organized on an experiment basis, with each problem set up as the title of a page, then the materials, directions, observations, and conclusions. The children conduct the experiment on a given subject. Tests are provided at the end of each section to make sure that the science facts, relationships, and concepts have been learned. No expensive equipment is necessary. Materials needed can be assembled at little or no cost, for everyday occurrences are emphasized. Each book contains 24 pages. Both are printed in two styles for hectograph and liquid-process duplicators.

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The Instructor

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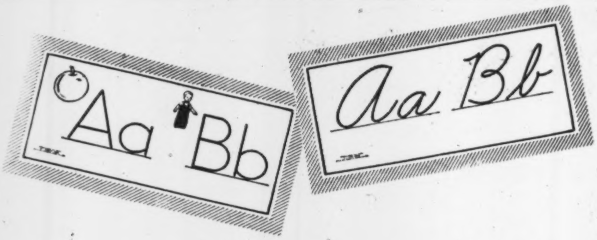

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Creative Dramatics

This department, conducted by Ruth Birdsall, is meant to help you and your pupils broaden your horizons, deepen your convictions, and share your experiences, in respect to dramatics.

NOVEMBER is a full month and each special day and week has dramatic potentialities. Don't feel that you must develop them all in the same year.

HAVE FUN DOING ONE

If you are in a rural-school situation, you might make a four-year plan—aiming to have a play for Armistice Day one year, Book Week the next; then American Education Week; then Thanksgiving. Each occasion can in turn be given recognition through creative art, music, and writing, as well as dramatics. In larger school systems, teachers can divide the celebrations among the grades.

WHAT IS A GOOD PERFORMANCE?

Many of you are thinking about making a good impression on parents during American Education Week. If your children are giving a play, try to avoid setting your own standards for the performance instead of the children's. The discerning parent will not be impressed by a flock of little parrots uttering meaningless words in the teacher's tone and with her inflection. Neither do parents like to see children mill around on a stage attempting to recall memorized speeches.

If your children have planned a program, discussed it, and played it for one another, they will look forward to doing it for their parents and the chances are they will give a good performance.

AUDITORIUM TECHNIQUES

Even though limitations of space present problems, young children often do best in their own room. If a shift to the auditorium is to be made, some rehearsals in the new situation are essential. Above all else, remember that the audience is entitled to hear what the children say. Little folks can learn to project their voices as well as older ones.

Projection is not shouting; it is drawing out. Explain that it takes longer for sound to travel to the back of an auditorium than to the back of a classroom. Rapid speech is therefore out of place. Show the girls and boys how to "push" their voices. Let them practice testing each other. You should "talk out" to an audience; you do not speak in a conversational tone (even when striving for a conversational manner).

There is danger that calling attention to enunciation and articulation will result in stilted, self-conscious speech, lacking the joyousness so much desired. Try having some lessons on "saying words distinctly" entirely separate from play rehearsals.

Watch for the child who "swallows his words" and help him to place them in the front of his mouth—"on the tip of the teeth." The one who mumbles needs to sharpen his words and "bite them off." Use a light touch, since children are sensitive about criticism of the way they talk.

ELECTION DAY

No doubt you have been giving the presidential election considerable attention in your classes. The mechanics of voting provides a perfect subject for creative dramatics. Have the children find out exactly what duties each person who works at the polls has to perform. They can take turns being workers and being voters. You can have fun by inventing entertaining or amusing things to vote for—For President of the Gum Chewers Association, for Vice-President of the TV Fan Club, and so on. Funny propositions can be voted on too.

AMERICAN EDUCATION WEEK

Preceding election, there is bound to be a lot of talk about good citizenship. That is one reason why we think you'll like the little play on this page. It is also suitable for American Education Week. *(Continued on page 83)*

Good Americans

RUTH NELSON RAUCH

Teacher, Second Grade, East Street School, Amherst, Massachusetts

CHARACTERS

JANE—A fourth-grader confined to her home with an injured leg.
MOTHER—Mrs. Berger.
CLASSMATES—Six girls and boys.

SETTING

The living room in Jane's home. Furnishings include a record cabinet and phonograph.

JANE (*seated, center stage, conspicuous bandage on her leg, sighs*)—Oh, I'm so bored. Ever since I hurt my leg and can't go to school, I have nothing to do.

(*Doorbell rings; Classmates enter and greet Jane.*)

JANE—Am I glad to see you! What's going on at school now?

RANDY—We started a unit called "How Can We Be Good Americans?"

DOLORES—I just can't think of a thing we can do to be good Americans. We're too young to join the armed forces and we can't vote for years and years.

THOMAS—There's *some* way we can be good Americans even if we are only nine years old.

KENNETH (*looking off stage*)—Here comes your mother, Jane. Perhaps she can help us.

(*Mother enters carrying tray with seven filled glasses.*)

CLASSMATES—Good afternoon, Mrs. Berger.

MOTHER—Good afternoon. Do you care for some refreshments?

(*Each child takes a glass and says thank you.*)

ANITA—We wonder if you have any suggestions on how we can be good Americans.

RANDY—That's our new unit problem.

MOTHER—Now, let me see. I'm sure you are good Americans, so let's look back on today's activities and see what you have done.

DOLORES—All I did was to go to school.

MARSHALL—Say, Dolores, in a way, that was being a good American! Besides we pledged allegiance to our flag in school.

KENNETH—We learned things, and if we are well educated, we can help our country.

ANITA—We started to fill Red Cross boxes for veterans in hospitals in our class, too. Good Americans never forget the men who fought for freedom.

RANDY—I'm a safety guard on our school street corner. That's the work of a good American.

THOMAS—We voted for class officers this week. A good American takes an active part in his government.

DOLORES—I'm class housekeeper and I make our room clean and neat every morning. A good American shares the responsibility of keeping things in order.

MOTHER—Well, you *have* been busy being good Americans.

JANE—Yes, everybody has been a good American today, but me.

MOTHER—I don't know about that. You have been following the doctor's instructions about not playing and not going to school until your leg heals. Good Americans are brave and obedient.

JANE—Thanks, that makes me feel better. I have an idea, too. I began to think of things I can do to be a good American here in our house. (*To Classmates.*) First I would like to lend you some records to take to school.

MOTHER—That is a good idea, Jane. (*Goes to record cabinet and takes out several records. After selecting a few, she returns others to cabinet and gives selected records to Dolores.*)

DOLORES—Thank you. I'm sure we will all enjoy these, Jane.

MARSHALL (*looking through records*)—Here is one of my favorite songs.

DOLORES—May we play it now, Mrs. Berger?

MOTHER—Yes, indeed. Why don't you all sing "God Bless America" as the music is played?

(*Dolores plays the record and all join in the singing.*)

Blessing Day

A Play for Real Children or Puppets

Harriett P. Crank

CHARACTERS

NARRATOR
ELISHA
FAITH—His wife.
HOPE—Their daughter.
MISTRESS DOUBTER

SETTING

A snow scene; evergreens heavy with snow. The Meeting House can be shown in the background or imagined off stage.

MUSIC

Music may be omitted entirely but adds feeling and spirit to the play. Hymns are indicated. They may be played on the piano, sung softly or hummed by children in Pilgrim costume, or played on a recording instrument off stage.

(First verse of "Faith of Our Fathers" is sung or played with much spirit; then continues very softly as background music, while Narrator reads.)

NARRATOR *(reading before curtain is drawn)*—Long, long ago in England lived a group of people who loved God so much they were willing to give up everything—homes, country, friends, even their lives, all for the right to worship as they pleased. In England at that time (it is different now) if these people met for church, any church except the one to which the King said they must go, they had to meet in secret or be carried off to prison. They did not like this, any more than you or I would like it. But meet they felt they must, for did not the Bible say, "Forsake not the gathering of yourselves together"?

"Let us go to Holland," they said, "where we can meet openly and without fear." So to Holland they went and there they found freedom to worship. Yet they still loved England and English ways. It made the parents, folks such as Elisha Goodman and his wife Faith, very sad to see their children grow to be like the Dutch.

Then they heard of a new country, a vast wilderness land called America, where they might go. The King of England promised he would not molest them there, that they could worship as they wanted, even build their own church houses.

In a ship called the "Mayflower" they sailed to the new land. After a long, stormy voyage they arrived in America. It was November. Winter had already set in and it was cold. There were no houses for them to go to, no people except savage Indians.

That first winter there was little to eat. Many died of hunger and cold. Others were killed by the Indians. Yet in spite of all, they managed to build themselves houses and even a building in which to worship God and read publicly the Bible they loved so much. It was for this they had come, for this so many of them had already given their lives.

But all time passes, even the hard times, and the following November found them better off than when they had come. Some, like Mistress Doubter in this play, remembered the hard times and felt bitter, while others, like Elisha Goodman and his family, were thankful for their blessings and looked forward to life in the new land.

One Sunday morning of that second winter Elisha Goodman, his wife Faith, and their little daughter Hope were on their way to church.

(As the curtain opens, the music to the hymn "He Keeps Me Singing" is played or hummed very softly.)

(Hope appears on stage skipping through the snow, followed by Elisha and Faith.)

NARRATOR—We see little Hope Goodman now as she skips through the snow ahead of her parents. Although she is but a little girl her long skirts and somber clothing make her look older. She is supposed to act older too, but as you see it is sometimes hard for her.

HOPE *(tumbling in snow)*—This is fun!

FAITH—Hope Goodman, if I have to speak to thee once more about playing in the snow on the way to Meeting, thy father will punish thee.

HOPE *(picking herself up)*—Oh, Mother, I will be good. I won't do it any more.

FAITH—Remember now what thou hast said. The Good Book tells us promises are not to be made idly.

HOPE—Yes, Mother. *(Pause.)* Look! Here comes Mistress Doubter. She looks *so* cross this morning. *(Continued on page 101)*

Mystery Pie

For Thanksgiving or Any Time

Mary G. Brandt

CHARACTERS AND COSTUMES

MOTHER—Frilled cap and colonial-type dress with long full skirt.
FRETTA—Oldest girl, dressed same as Mother.
HEGRED—Second girl—tomboy type—long full skirt over slightly shorter, slimmer one.
BERLE } — Twins—short and fat—always hungry—dressed alike.
BERTA }
LISBY—Youngest girl—plays with crude doll.
TRAMP—Fat, dirty, false nose, red patches on seat and elbows.
HERALD—In uniform, with gold braid.

SETTING

A houseboat on the River Severn, in old England, many years ago.

Stage right.—Deck of boat with stove, chairs, kitchen table, shelf above holding various small spice boxes.

Down center.—Several small boat windows, looking out on the river and a castle located on a hill across river.

Stage left.—Curtains, and passageway leading to afterdeck. On the wall, a small mirror and a coiled rope. Three fishing rods stand in corner, and a large rag doll is on chair. Benches range along the wall.

Scene 1—Late Afternoon

(Mother is busy with her cooking. There is a scrambling noise to right. Tramp appears through doorway.)

TRAMP—Oh, good day, Mum, I—thought I—could get—something to eat. *(Sniffs.)* What do I smell?

MOTHER *(alarmed)*—Oh, my! Our meal isn't ready yet. *(Looks around nervously.)* But here, take this. *(Hands him an apple.)* You don't look hungry.

TRAMP *(complacently biting into apple)*—You can't always tell by looks, Mum, and, I want *more* than this. How about a bite of biscuit? What's cookin' in the pot?

MOTHER *(turning to stove)*—That's supper for my children. It's beef stew—a great treat for us! I sold fish in the village to get it. It's all I have for them. *(Sounds of children coming.)* You had better go now; you'd frighten them.

TRAMP *(exits angrily to right muttering)*—I'll come back—you'll see.

(Fretta and Hegred come in talking together.)

BERTA AND BERLE *(rush in and shout in unison)*—Moth-er, I'm hungry; I want a cake.

(Lisby enters from left with large rag doll, and sits down on the floor.)

MOTHER *(smiles and turns to worktable)*—Yes, I have some cakes here. *(Hands cookies to twins.)*

LISBY *(from floor)*—I'm hungry, too, Ma. *(She gathers several more dolls from beneath the curtain, and sits down again.)*

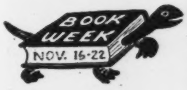
FRETTA *(going to the mirror, and arranging her hair)*—I'll help in a minute, Ma.

BERLE—What's for supper, Ma? *(Goes to stove to look.)*

HEGRED *(goes to the fishing-rod corner, drops her wide skirt; throws it over a chair, and appears in a shorter slimmer skirt, selects a fishing rod for herself)*—Berle is always hungry. I'll catch some fish, Ma.

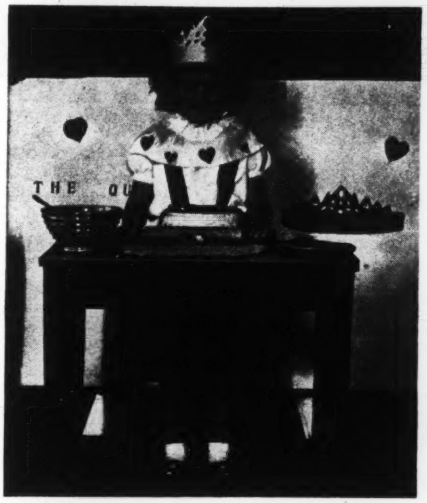
MOTHER *(bustling about table)*—We'll have some fine beef stew and apple pie tonight, children. The minced beef is stewing and the apples are ready for the pie. *(Continued on page 98)*

A MOTHER GOOSE PLAY
for Book Week



VELMA A. FELTON

Teacher, First Grade, John Gumm School, St. Helens, Oregon



The Queen of Hearts.—The "dough" was a piece of cream-colored flannel.

Little Bopeep.—The lamb "came home" with the aid of a gray string.

IN MY first grade last fall many nursery rhymes were memorized and dramatized informally. When we decided to present some of these dramatizations for an audience, the children first chose their favorite rhymes. Then they discussed and planned their speaking parts, costuming, and stage properties. A large Mother Goose book was made which showed pictures and titles for each rhyme.

Music, art, and physical education were correlated with the work. In some parts of the play the rhymes were sung by the children instead of spoken. (Most primary music books contain several Mother Goose songs.)

The little play was presented to the pupils' mothers as the entertainment for a PTA room party. With a few changes, we worked it into a suitable number for the November Book Week program.

All the pupils can be used for this play. If the stage is large enough, the entire group of children and stage properties can be on the stage as the curtain opens. If space does not permit, the curtain is drawn between various acts and remaining props are brought in as needed.

An example of the way the rhyme "The Queen of Hearts" was dramatized is given here. The photographs show how some of the others were handled. In addition to the rhymes pictured, the children dramatized "Jack and Jill," "Baa, Baa, Black Sheep," and "Little Miss Muffet."

MOTHER GOOSE—This is Good Book Week. I am from the book *Mother Goose*. The boys and girls have been learning all about me and my storybook characters. They will play some of my stories. (*She opens the book to the title of the first nursery rhyme, uses her pointer, and reads title aloud.*) "The Queen of Hearts."

(*Table and stove are placed.*)

QUEEN OF HEARTS (*enters*)—I think I will make some tarts for my family. (*Rolls out dough.*) I'm sure these are going to be very good. (*Places paper tarts on baking sheet.*) Now I'll bake them. (*Opens oven door and puts tarts in to bake. Returns to worktable and gathers up utensils.*) Mmmm, I smell them! They must be done. (*Removes tarts from oven.*) I'll put them here to cool. (*Places baking sheet on table and exits.*)

PETER
PUMPKIN

Peter Pumpkin Eater.—The pumpkin shell was a box that was padded and covered with crepe paper.

(*Verse Choir repeats rhyme.*)

(*The Knave of Hearts quietly sneaks up to the table where tarts are cooling, rubs his tummy, then takes the pan of tarts, and runs off stage.*)

QUEEN (*returns to the table, discovers tarts are gone*)—Oh, who took my tarts! What will the king say? (*Puts hands to eyes as if crying, as she exits.*)

(*Table and stove are removed.*)

The Old Woman in the Shoe.—Isn't the shoe interesting?

OLD
MOTHER
HUBBARD

Old Mother Hubbard.—Note the dog's effective costume.

BOOK WEEK PLAYS

A Sure Cure

BATES, LOUISE

.....no matter how serious the ailment, there is a book that will fix you up.

CHARACTERS

LIBRARIAN **ASSISTANT**

CHILDREN—Any number. Only girls are mentioned but boys could take the parts.

SETTING

A school library. Shelves of books painted on heavy wrapping paper and used as a background are effective. A desk or table, two chairs, and a few real books are all the essentials.

(*Librarian and Assistant enter and are seated.*)

ASSISTANT—Well, Miss Fleming, today is the day when we prescribe for the children who need sure cures for what is wrong with them. We'll have a large number.

LIBRARIAN—Yes, I always look forward to the day when the school nurse and the teachers send us girls and boys with problems, because I know we can help them. I like to pretend I'm a doctor and prescribe for my patients. Will you show the patients in, one at a time, please?

ASSISTANT (*goes to door and ushers in Caddie*)—This is Caddie Zagot, Miss Fleming.

LIBRARIAN—Hello! What can I do for you, Caddie?

CADDIE—My teacher gives us so much homework that we never have time for fun. All I do is study, study, study.

RARIAN—Well, Caddie, you don't know how to relax. is something that you need. *nds her a card.*)

ADDIE (*reads*)—"Study hard a while; read for pleasure a while; return to your lessons with a smile. Relaxing by reading really is fun, and you will get twice as much studying done." (*Looks up from card.*) I hope you are right. I'll try it. (*Exits.*)

ASSISTANT—And here is Nancy Stone. Her mother sent her to see you.

LIBRARIAN—And why was that, Nancy?

NANCY (*skipping around the room*)—I don't know.

ASSISTANT—I think I do. All Nancy does is sing and play from morning until night. There's something wrong with that.

LIBRARIAN—Indeed there is! Your mother knows that working and learning are keys to wisdom and happiness. Miss Robinson, please help Nancy to find the books listed on this card. (*Hands card to Nancy.*)

NANCY (*reading*)—"*Arithmetic Can Be Fun, Fun with Chemistry, You Among the Stars, Nature Crafts, Science Fiction Quizzle Book.*" Oh, well, I can at least look at them!

ASSISTANT—Wait for me in the next room, Nancy. I'll help you while Miss Fleming sees Betty. (*Nancy exits as Assistant ushers in Betty, swathed in bandages.*) This is Betty Ambler.

LIBRARIAN—My goodness, Betty! What happened to you?

BETTY—When I was crossing Broadway at 231st Street yesterday, a car bumped me. I was reading a book at the time and walked right in front of the car.

LIBRARIAN—So now you have learned that there is a *time* for reading, and I suggest that the *place* for you to read in your battered condition is in bed. Here is a list of good read-in-bed books. (*Hands Betty a card.*)

BETTY (*reads list aloud*)—"*The Surprising Summer, Little Maid of Old New York, The Doll's House, Secret of Pooduck Island.*" Thank you. (*Exits, limping.*)

ASSISTANT (*ushers in Sunny, who is plump*)—Sunny Boylin desires your advice.

LIBRARIAN—What is your trouble, Sunny?

SUNNY—I am supposed to lose weight but *(Continued on page 87)*

Marching Books

A Play about Thomas Jefferson

ROBERT W. WASTE

CHARACTERS

NARRATOR
JEFFERSON
MARTHA—His granddaughter.
MR. SMITH—A creditor.
DIARY
AUTOBIOGRAPHY
DECLARATION OF INDEPENDENCE
SCHOOL BOOKS
STORYBOOK
} —Part of Jefferson's library.

SETTING

***Scene 1.*—Library at Monticello, the Virginia home of the retired Thomas Jefferson. Late evening, 1814.**

***Scene 2.*—Same library, minus the books, the following morning.**

NARRATOR (*on left side of stage in front of curtain reading from a book*)—This book is the true life story of Thomas Jefferson, the third President of the United States. We will now dramatize for you the chapter called "Marching Books." Our play takes place in Monticello, Mr. Jefferson's big, beautiful, colonial house located on a hill near Charlottesville, Virginia. One evening in 1814 the tall, red-haired, freckled-faced man of seventy-one was standing on a rope ladder and winding the old clock high on the library wall. His little granddaughter, Martha Randolph, sat near a sewing table, watching him.

Scene 1

MARTHA (*mending a sock*)—This sewing table which you built for Mother is very useful, Grandfather. I have used it a good deal.

JEFFERSON—Indeed you have, my dear. You and your mother have taken good care of me ever since I retired. You are very faithful—keeping the buttons on my shirts and my hose neat.

(*A loud knock comes at the front door.*)

MARTHA (*jumps up*)—Someone is at the door. I'll open it. I believe Sam is busy in the kitchen. (*Exits and returns followed by Mr. Smith, who appears to be angry.*)

JEFFERSON—Good evening, Mr. Smith. (*To Martha.*) It's past your bedtime, Martha. Take one of those lighted candles to find your way upstairs through the dark.

MARTHA—All right. I'm going now. Good night, Grandfather. Good night, Mr. Smith. (*Exits with candle.*)

MR. SMITH—Good night, Miss Randolph.

JEFFERSON—Now, you want to see me, Mr. Smith? Please be seated. (*Steps off ladder and both men sit down.*)

MR. SMITH—Mr. Jefferson, this is my last visit about the money you owe me and your other creditors. If you don't pay the twenty thousand dollars by next week, we will sue in court.

JEFFERSON—But, Mr. Smith, I haven't that much money!

MR. ADAMS—Then you must lose this property to us.

JEFFERSON—Oh, I can't lose it! It is here that my wife Martha and I first began our life together. This house was built from plans I personally designed. You wouldn't take it away from me.

MR. SMITH—We surely would, Sir. Business is business. Good night. (*Rises and exits.*)

(*Jefferson sits for a minute in a daze. Then he gets his violin off a corner table, and returns to his chair to play a relaxing melody. He becomes tired after a few measures and falls asleep. He dreams.*)

JEFFERSON (*talking in sleep*)—Oh, what can I do? How can I save my beloved home? Oh, woe is me!

(*Book Characters step off a bookshelf and march like soldiers around Jefferson's chair three times. They line up in a half-circle behind his chair. Diary steps forward.*)

JEFFERSON (*staring directly ahead*)—Who are you? What are you books doing off the shelf?

DIARY—We are ten thousand marching books. And by marching out of *(Continued on page 89)*

Sugar Loaf watches as Brazilians accept the invitation

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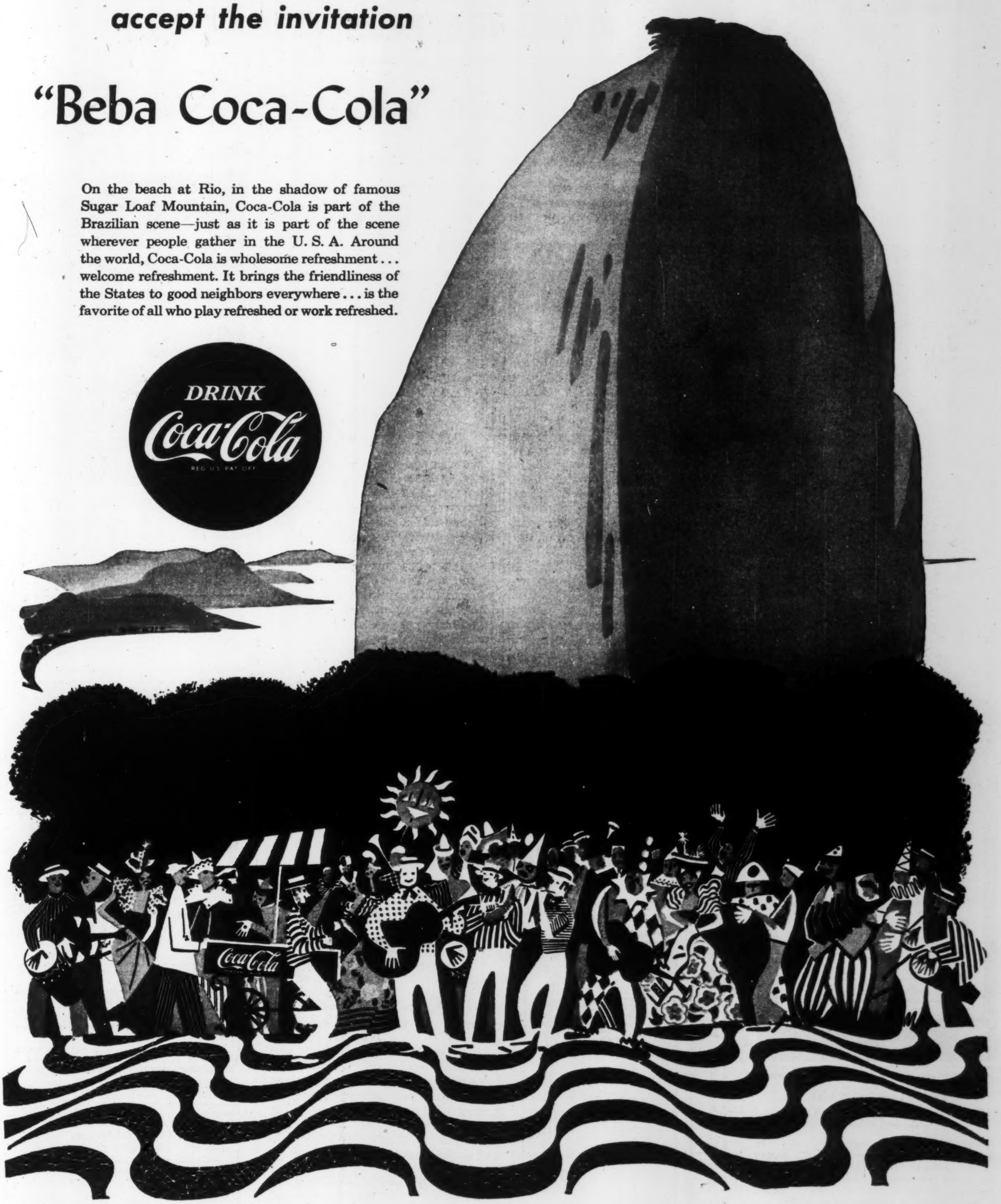

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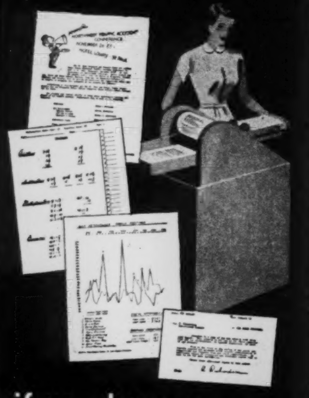

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SPECIALLY FOR RURAL TEACHERS

Work First-Graders Can Do Unsupervised

Ruth M. Lyon

Principal, Union School No. 1, Labette County, Kansas

How to keep a first-grade class working profitably without constant supervision is a major problem of the multiple-grade teacher. Here are a few proved suggestions which may help you. Some preparation outside of school hours will be necesary, but the happy result will repay you again and again by keeping the beginners occupied with real learning situations.

To help with reading readiness, prepare a number of envelopes containing bright-colored construction paper cut in word shapes. Two pieces of the same shape but of different colors should be included for each word. One of the two pieces may have the word printed on it. The envelope should contain from five to ten different word shapes, using words from the preprimer. An envelope may be given to a child to sort and match during unsupervised time.

Have newsprint thumbtacked to boards or taped to table tops ready for free expression with chalk and crayons. The roll ends of newsprint 36" wide may be obtained from your newspaper publisher for a small amount. Often each roll contains several yards of paper. A suggestion from the teacher will motivate the child to illustrate his favorite nursery rhyme or story.

Modeling clay should be available as a tool of self-expression. Ready-mixed clay or powdered clay which has to be moistened is suitable, or one of these two inexpensive substitutes will be satisfactory: (1) Mix two parts of clean sawdust with one part of flour and add water until the mass is pliable. Drop this into a box of dry sawdust before using. (2) Mix two parts salt and one part flour and add water. After it dries this mixture may be painted with water colors.

To teach numbers, number words, and number meaning, cut pictures of toys from magazines and catalogues. Mount them on cardboard or construction paper. On separate cards, print numerals and number words. The child working alone or children in pairs can match picture, numerals, and number words.

Inexpensive counting boards may be made by stringing spools either whole or sawed in half. The spools may be colored by placing them overnight in a bowl of water that is colored with vegetable coloring.

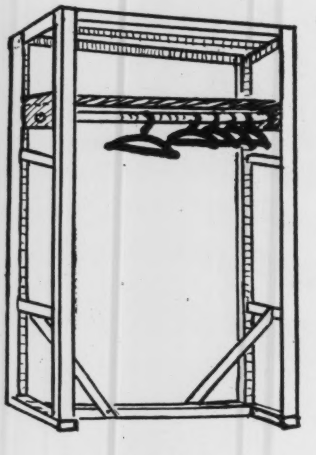
Small word or phrase cards may be made for use during later months of the first grade. A set for each page of the preprimer may be put into envelopes marked with the page numbers. A child may arrange the words and phrases by referring to the page in the text.

Charts of pictures may be made with corner mountings, like those used for mounting snapshots, put under each picture. Provide a word card for each picture of a size to fit in the mounting corners. A child can match pictures and word cards without supervision. Slits in the cardboard would also serve as pockets for the cards.

We Made a Coat Rack

Avis Stephenson

Teacher, Rural School, Marion No. 4, Stratford, Iowa



To avoid confusion and encourage neatness, we made a coat rack to stand near the door of our schoolroom. For standards, and also for hat shelves, we used 2"x 4" lumber. A broom handle 4' long became the bar for coat hangers. All parts, including braces and supports, were screwed together.

The pupils measured, sawed, bored holes to start screws, and fastened all the pieces together. They made the rack as high as the tallest children could reach easily. Racks of suitable heights can be made for younger children.

When adults hold evening meetings at our school they use our rack for their coats and hats. Similar racks would be suitable for storing athletic gear or band uniforms.

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Creative Dramatics

(Continued from page 77)

I can imagine that you might read the play "Good Americans" to your class, stopping after Mother's speech that begins: "I'm sure you are good Americans." Invited to suggest answers, your pupils may come out with an entirely different set of good citizenship acts, or they may name ones similar to those given in the play. Use their ideas whenever possible.

Book Week

We just couldn't resist the photo Velma Felton sent with her Book Week play (page 79). We've seen Mother Goose costumes and props galore, but I think most of you will agree that there is a special charm and fascination about the first-graders in these pictures. Even though you don't decide to present "Mother Goose for Book Week," you'll want to keep the pictures on file. Children in second and third grades could use the book device to introduce dramatizations of their favorite stories and fairy tales.

We receive so many Book Week plays for middle- and upper-graders which call for the acting out of scenes from favorite books that we are convinced this is practical and satisfactory. If the children choose the book and scene they wish to dramatize and work up the dialogue and action, the activity is truly creative.

In case you have used the above idea and are looking for something different for Book Week, we chose two plays which call attention to books in unusual ways. (See page 80.) "Prescribing" books for various forms of maladjustment is an entertaining idea and should set the children thinking. The ideas in "A Sure Cure" are good ones to put before parents. The play will be more creative if your children think of problems to be solved by reading and then prescribe books which they know are good.

Upper-graders who have read about Thomas Jefferson should enjoy "The Marching Books." The more they know about the history of the period the more appeal the play will have for the actors. Don't worry about the audience; they will like it, for it has dramatic quality.

This play could also be done effectively with puppets. Furnishing the marionette stage to look like a room at Monticello would interest some precocious upper-grade boy.

Thanksgiving

The first of the two Thanksgiving plays on page 78 can be done with puppets too. The author sent the three puppets pictured with the play all the way from the state of Washington. "They were just made from odds and ends," she explained. This play appeals to me because it makes the Pilgrims seem so human and genuine. Mistress Doubter expresses a point of view typical of some in those rugged early days, just as the attitude of Hope and her parents is true to the sustaining optimism of others.

I'll be interested to hear how you like "Mystery Pie" (page 78). The play calls for action and plenty of humor. Don't worry too much about authenticity of costumes and set because the whole thing is imaginary anyway—just be sure it doesn't look modern, and everyone will be satisfied.

If you want to save this play to use later, it would be suitable for any occasion. Obviously its connection with Thanksgiving is the mince pies, and they are also very popular at Christmas and in January, for British tradition holds that good fortune will attend those who eat mince pie on each of the twelve days between Christmas and Epiphany.

Be sure your pupils understand that to *mince* means to "cut or chop into small pieces" and that the "stew" which the mother was preparing must have been just chunks of beef cut in small pieces simmering until tender.

I wrote Mary Brandt, the author, to learn where she got her inspiration for this unusual play. She replied: "My springboard was a story I happened to remember in one of my childhood books about an old woman, Hepsibah, who kept a monkey. Once when the woman was absent the monkey dumped the contents of several things the old woman was cooking, in together, and because she could not afford to waste them, she baked them into a pie, which she called mincemeat pie. I found that mincemeat was supposed to have originated in England."

Mrs. Brandt also learned that in 1870 houseboats were used as summer homes by the English people. So she assumed they were known much earlier. "Like the monkey," she wrote, "I mixed my ideas all together and had my 'pie.'"

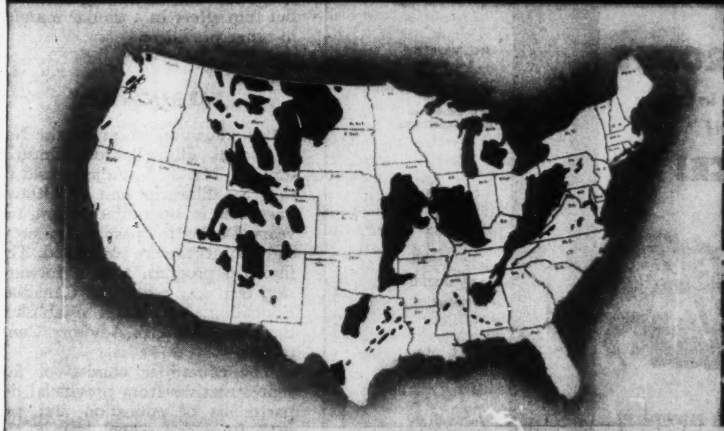
Sharing

If you have read this department for either of the last two months, you know that you are invited to write about your work with creative dramatics and to ask questions. My biggest problem, as I can readily see, is going to be to find room to share the ideas that come to me. One solution is to quote a good point from each of several different messages. Another is to briefly describe a play having creative possibilities. If your children should

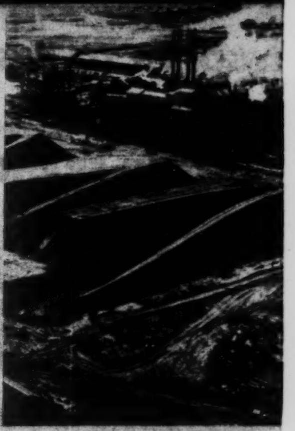
(Continued on page 106)

Report on
FUEL RESERVES

America's Fuel Resources are 90% Coal—
Enough for 20 Centuries!



The shaded areas of this map show where almost 2½ *trillion* tons of coal still lie sleeping—that's about 40% of all the coal known to exist in the world!



The utility plant in the background turns mountains of coal into electric power. *Bituminous* coal is now the biggest single source of electricity in the United States.

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John Pepper's Notes
FOR CANADIAN READERS

SCHOLASTIC MERIT

This fall, twelve Protestant teachers in Quebec will be honoured by the Order of Scholastic Merit. This is an annual award in the Province of Quebec. There are three degrees to the Order, the third being the highest. The recipients all have a minimum qualification of twenty years of teaching service. The teachers so honoured are given medals and rosettes in token of their accomplishments in the field of education. Miss M. Erma Nelson and Professor D. C. Munroe are to receive the highest awards this year.

This Quebec plan to honour teachers thought to be representative of the best in our profession is an excellent idea. It might well be put into effect in a similar manner in other provinces.

FILMSTRIPS

The education officer for the National Film Board's filmstrip services, Mr. T. V. Adams, told us that the filmstrip unit in Ottawa has been in operation almost ten years. During the past year, ninety-eight subjects were completed. The filmstrip program took a forward step last year when the Canadian Education Association established the C.E.A.–N.F.B. Advisory Committee.

The committee consists of five representatives from provincial departments of education and one each from city school boards, the Canadian Federation of Home and School, and the Canadian Teachers' Federation. The purpose of the committee is to discover subjects that are needed and techniques that have proved most practical, so that materials produced by the N.F.B. will meet teachers' needs.

As a result of these meetings, three filmstrip series have been initiated. The first strips in each were recently released.

The Beaver, designed especially for grades three to six, is first in the Canadian animal series and consists of coloured drawings.

First in the Canadian geography series, *Outline Maps of Canada* consists of thirty-three simplified maps designed for projecting on a blackboard and for tracing.

In the Canadian explorers series, *Alexander MacKenzie* consists of black and white drawings done in a naturalistic and dramatic style. The strip describes MacKenzie's life in Canada and his trip to the Arctic and the Pacific Coast.

Because filmstrips and filmstrip projectors are inexpensive teaching aids, their use has increased tremendously in Canadian schools in the past five years. Combined sales increased about 300 per cent during the past year. National Film Board strips are $1.50 per black-and-white copy and $4.00 per colour copy. They are sold through sixty-seven field representatives and ten regional offices across Canada. Prospective buyers may obtain copies on loan for viewing.

Mr. Adams has an excellent catalogue of filmstrips that Canadian teachers may have, without cost, by writing to him at the National Film Board in Ottawa. The catalogue describes filmstrips available and tells how to use them.

LEARN TO SWIM

Writing about a June activity in the fall seems odd. However, we are reporting on this activity this month so that any other Canadian locality desiring to start a similar school swimming programme might begin to plan and budget for it during the year.

Last June, in every one of Toronto's fifteen school swimming pools, and in every Y.M.C.A., Y.W.C.A., and Y.M.H.A. pool, pupils in grades four, five, and six were given swimming lessons under the direction of Mr. Bill Quinn.

The programme lasted for twenty school days and about five thousand boys and girls had a chance to learn something of swimming. Every pupil was given ten forty-minute periods of instruction.

One thing that makes this swimming programme important is that many individuals and groups cooperated to make it a genuine community enterprise. The taxpayers' representatives, the Board of Education, provided the money and instructors, and the elementary and secondary schools and outside organizations provided pools. This happy community activity was coördinated by Mr. Earl Johns and moved in the Board of Education by Trustee S. Titchener-Smith.

With our many lakes and rivers, every Canadian boy and girl should know how to swim. School swimming programmes such as this Toronto plan should do much to cut down the tragic list of drowning fatalities that the Canadian press reports every year.

Canadian Teachers—As you can plainly see, this column is all yours, although many teachers in the States will read it too. Would you like to be a contributor to, as well as a reader of, Mr. Pepper's Notes? Send interesting short items to Canadian Notes, *The Instructor*, Dansville, N.Y., U.S.A., and we will forward them to him. Payment will be made for all contributions used. Unused items will not be returned.

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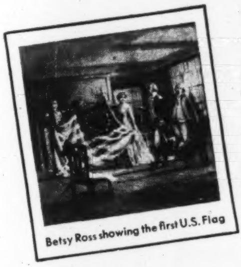
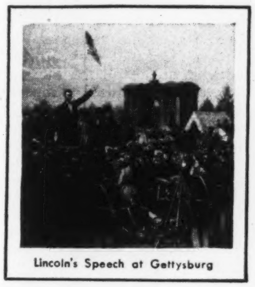


Betsy Ross showing the first U.S. Flag



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The Boy Who Lost His Name

(Continued from page 46)

"Here it is," said Jenny and, reaching under the counter, she brought out a muffler she had started to knit for her husband, August.

"Ah, now, that is good!" The little man propped himself on a three-legged stool and began to knit. The children sat down at his feet, their eyes expectantly on his grizzled face. "A story, Cleng Peerson!" they cried.

There was a twinkle in the sandy brown eyes. "And perhaps a mug of Jenny's excellent coffee for a weary traveler," he hinted.

Jenny smiled and disappeared into the back room.

For the first time, Cleng Peerson turned to the boy, standing shyly at one side, away from the group. "And who might you be?" he asked kindly.

"I—that is—" the boy hesitated. What could he say, when he really did not know? He could remember nothing before that terrible day. Since the soldiers had brought him to Fort Snelling, Jenny and August King had been kindness itself, but he did not belong to them.

The stranger's eyes narrowed as he noticed the pink scar on the crown of the boy's tow-colored head. "Umm, yes—the Sioux massacre down river," he said, as if to himself. "No name—no kinfolk. A boy ought to have a name and kinfolk."

The boy started. How did this stranger know how eager he was to learn more about himself? He had never spoken of it aloud. He didn't want to hurt good Jenny and August.

As suddenly as they had become serious, Cleng Peerson's eyes began to twinkle. "Now for the story," he said, the knitting moving as rapidly as his tongue. He took a swallow of the steaming liquid Jenny had poured into a noggin and placed at his elbow, and began his tale.

First he told of the north country, where glacial lakes, Indian wars, and beaver dams kept men from finding the source of the Mississippi. He spoke of pine groves and tamarack swamps.

While the audience listened intently, the orphaned child was thinking, "A boy ought to have kinfolk. Cleng Peerson thinks so too."

Now the narrator was stroking his grizzled chin thoughtfully. "I remember one incident up yonder. It seems a certain trapper, Robert Grant, was tending his traps one day, when he was ambushed. The Indians hurled tomahawks at his head until one hit the target. To their amazement, Grant did not fall to the ground. Instead, a loud clanging sound echoed above their war cries.

"The same thing happened when another weapon struck him. The frightened Indians thought him bewitched, and fled in all directions."

At this point, the storyteller paused and finished his coffee, while his listeners leaned forward anxiously.

"It seems Grant had a habit of wearing his cooking kettle on his head under his coonskin cap, to simplify his housekeeping problems."

Cleng Peerson smiled with satisfaction at the burst of laughter. The boy looked at this odd little man and felt that he had found a new friend.

When the others had gone, the boy and Cleng Peerson sat down to Jenny's lunch of broiled squirrel and meal cakes. "Yes, a boy ought to be with his kinfolk," Cleng Peerson said, as if they had been discussing the subject all the time. "Now, I heard tell of some folks up near Mineral Point," he spoke slowly and stroked his chin. "'Tis said their nephew, John Kelly, disappeared in the Sioux massacre."

Jenny's kind face turned pale, and the boy jumped to his feet. "Am I John Kelly?" he asked anxiously.

"It would be interesting to find out," suggested the man. "And that would be easy done for a boy with courage and strong legs—strong legs for walking, and courage to face disappointment if it turned out the wrong way. And—" he paused a moment, "I just happen to be going in that direction."

"Oh, please take me with you! I shall be no trouble," cried the boy.

Jenny managed to look almost cheerful. "Well now, you two will want an early start at break of dawn." she said. "It is well you bed early this night."

Not until the next morning, when he walked beside Cleng Peerson in the gray morning light, did the boy realize that he might never see the fort again. There were things he would miss—the creak of the Red River carts on their solid disk wheels, as they came to trade in peltry and pioneer commodities; the excitement of a steamboat docking; and, yes, even the Indians in their red blankets bringing furs to trade. To the boy, the fort was the very center of civilization in the Far West, although he was sure he would never think of Indians as anything but ruthless savages.

Now, as they neared the river, a steamboat whistle sounded shrilly. It was the "River Queen," her paddle wheels churning the water into white foam and her tall stacks smoking.

"I see my friend White Cloud has, at last, taken a ride on the 'Noisy Canoe,'" Cleng Peerson chuckled, and waved to the passengers crowded against the rail.

When he saw the Indian chieftain coming toward them, the boy moved a short distance away, his hand on his pistol. While the two men exchanged greetings, the boy watched a lot of hens and turkeys being unloaded from the steamboat. He made no move to return to his traveling companion until White Cloud had gone.

They walked on and laughed and became fast friends. At nightfall, Cleng Peerson paid for their food and lodgings with more tales of his adventures and by doing chores. No one would take the solitary silver shilling he carried for luck. And in the morning, there would be ample food to carry them to the next settlement.

One night, as no cabin was in sight or reach, the travelers prepared to camp by the side of a stream. Out of the darkness came a shadow. It was White Cloud.

"White Cloud brings warning to friends," he said quietly. "Indian war party on way."

The boy looked at Cleng Peerson. This was an Indian warning them of danger; you could not trust Indians.

"How can we avoid them?" asked Cleng Peerson.

"Follow White Cloud," was the answer. Without further conversation, he turned away and moved into the underbrush. Cleng Peerson snatched up his bag and beckoned to the boy.

The rest of the night was spent picking their way through dense undergrowth behind the shadowy shape of their Indian guide. If it were a trap, White Cloud was certainly doing it the hard way, thought the boy.

A hazy dawn found them on the edge of a small clearing, in the midst of which stood a small log cabin—the home of the folks who had lost a nephew named John Kelly. With a crooked grin the Indian chieftain left them and disappeared into the forest.

(Continued on page 106)

Well known to Philadelphians, and to world travellers, is this famous clock in the Bellevue-Stratford Hotel. Since 1904 its lobby location has been a favorite meeting place. And since that year it has accurately reported the hour in Philadelphia, and the four corners of the world as well.

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Responsibility —A Big Word

(Continued from page 46)

"There's a blizzard in Minnesota," said Dirk. "We're sure to get it."

"Ah, not with the corn in the field!" said Mom, with an anxious sigh.

Both boys knew what she was thinking. The corn was as good as gold to make the payment on the mortgage.

Dad came in the back door, shutting it with firm decision. "Tomorrow we harvest," he said flatly. "The corn is ready, and it is foolish to take any more chances on the weather. We will start with daylight."

"Tomorrow?" yelped Peter. "I can't miss the spelling match!"

His father looked at him and said, "Dirk is all the man I need."

"But Dirk's got a de—" Peter broke off, silenced by his brother's glare.

When he appeared for breakfast the next morning, Dad and Dirk were already in the field. The air was frosty, cold and crisp, the sky clear. "No sign of the blizzard that had caused such a commotion," thought Peter.

By eight o'clock, he was ready for the two-mile walk to school. Might as well get started, Peter figured; there was a bigger dictionary at school and maybe he could brush up on a few more words.

He tried out his memory on one of yesterday's mouth fillers, "re-spon-si-bil-i-ty." Yep, he still remembered it.

Peter lingered on the doorstep looking toward the field, where the cornpicker had just come to a stop. Dirk was waiting to unhitch the loaded wagon of corn from the picker and couple it to the other tractor. Now he started off, rumbledy-bounce, to tow the wagon to the corncrib. He'd have twenty-five minutes to back it between the tall legs of the derrick, upend the wagon box, start the elevator running to carry the corn to the crib, and have the empty wagon back in the field before Dad filled one.

But Dad was driving his tractor up to the barnyard. "Low on gas," Peter guessed. Now he leaped off, and was dragging the hose from the gas storage tank.

"Hey, Dad!" called Peter, remembering the first lesson his father had taught him about the tractor, "you didn't turn off the engine!"

Then it happened faster than words. One second there was Dad holding the nozzle over the funnel, and next there was flame raring up in a red curtain. Gas had sloshed over the hot machine and exploded into fire.

Peter had confused glimpses of Dirk running from the corncrib—of Dad's hand coming through the flames, shutting off the ignition—of Mom running with the fire extinguisher.

Dirk dashed to the house for oil and soft cloths, and Mom was gently ripping the shreds of shirt sleeves from Dad's burned arms. Now she backed the sedan from the garage and helped Dad into the seat beside her.

"Best to run you right into the hospital," she said firmly. And to the boys, "He'll be all right. Don't fret."

Dirk stepped close to the car. "We'll stick by the corn," he said, his voice steady and confident. "We'll get it in okay, won't we, Pete?"

Peter gulped. Warmth crept back into the tight ball of his stomach. He looked at Dirk with gratitude; he had called him Pete!

"Sure," Peter said shakily.

"Let's get going, Pete," Dirk said briskly. "I'll take the cornpicker. You handle the tractor and wagon." Dirk was giving him the tractor without even a crack about keeping the hay out of his hair!

Driving carefully, Peter chugged back to the cornfield. Dirk was still filling the second wagon; the picker was stripping off the heavy ears, and flinging them onto the moving elevator belt that carried them into the high-sided wagon.

Peter towed the wagon to the derrick and backed it between the legs without even a bump. He fastened the derrick hook to the wagon bed, cranked it up, and started the golden flow up the elevator into the crib. "Why, this is man's work I'm doing," Peter thought proudly.

Occasionally Dirk glanced at the sky. Peter looked too, but there was nothing to see but a dab of cloud on the north horizon that he could cover with his hand.

Back and forth. Hitch on, unload, bounce back to the field. One load every twenty-five minutes. How small a square of corn lay stripped compared to all that waited! Peter gave a big tired sigh and looked at the cloud again. He put his hand against it, and the cloud mushroomed out around it.

"Hey, Dirk!" Peter called uneasily. "It's getting bigger!"

Dirk didn't ask what he meant. "Be here by dark," he said briefly.

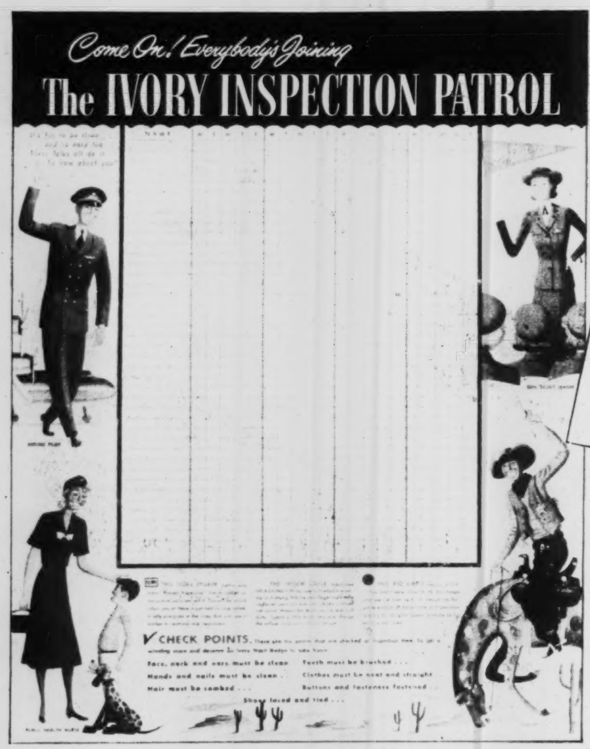
Peter looked at the acres of corn. "Dirk, we can't finish it!" he cried.

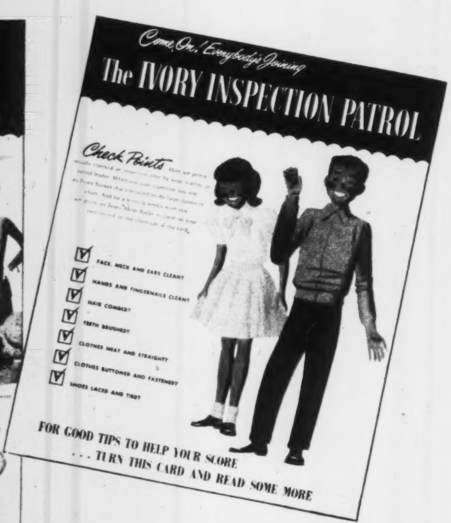
"Nope," Dirk answered, not stopping. "But we'll get all we can."

(Continued on page 105)

STIMULATE GOOD GROOMING HABITS *with the*

Ivory Inspection Patrol


Come On! Everybody's Joining
The IVORY INSPECTION PATROL
NAME
CHECK POINTS
Face, neck and ears must be clean . . .
Hands and nails must be clean . . .
Hair must be combed . . .
Teeth must be brushed . . .
Clothes must be neat and straight
Buttons and fasteners fastened
Shoes laced and tied . . .


Come On! Everybody's Joining
The IVORY INSPECTION PATROL
Check Points
FACE, NECK AND EARS CLEAN?
HANDS AND FINGERNAILS CLEAN?
HAIR COMBED?
TEETH BRUSHED?
CLOTHES NEAT AND STRAIGHT?
CLOTHES BUTTONED AND FASTENED?
SHOES LACED AND TIED?
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A Sure Cure

(Continued from page 80)

I love to eat. Can you suggest anything to take my mind off food?

LIBRARIAN—Here is what you need—food for thought. Read the books listed here and you will forget your empty tummy. *(Hands Sunny a card.)*

SUNNY—Thanks. These do sound interesting. *(Reads list aloud.)* *"How the World Was Explored; Franklin Roosevelt, Boy of the Four Freedoms; Adventures with the Giants; Minn of the Mississippi; Pipkin Sees the World."* *(Exits.)*

ASSISTANT *(ushers in Katherine, who is wearing dark glasses)*—This is Katherine Forsyth. You may tell Miss Fleming your problem, Katherine.

KATHERINE—My eyes are tired and need a rest. But my favorite pastime is reading. What do you suggest?

LIBRARIAN—I suggest that you ask your mother to read to you at least an hour a day. A book that most parents like to read aloud to children is *The Wind in the Willows.* Here it is. *(Hands Katherine a book.)*

KATHERINE—Thank you. I guess that resting my eyes will be pleasanter than I thought. *(Exits.)*

ASSISTANT *(ushers in next girl)*—I don't know *who* this is. She says she's Hopalong Cassidy.

KAREN—I've changed my mind. I'm Gene Autry.

LIBRARIAN—Too bad! Too bad! You have televisionitis. Here is my recommendation. *(Hands Karen a card.)*

KAREN—"Every day take one hour of outdoor play, one hour of television, and top off with a good book. Result: a happy child." *(Looks at Librarian.)* I'll try it. Thank you. *(Exits.)*

ASSISTANT *(ushers in Laurie, who runs across stage carrying a book)*—That *was* Laurie Schneider. *(Goes to door and calls.)* Laurie! Laurie!

LAURIE *(returning reluctantly)*—Oh, Miss Robinson, I didn't want Miss Fleming to see me. I never return books on time, so she doesn't like me.

LIBRARIAN—Nonsense, Laurie! I dislike your bad habit but I don't dislike you. You could use some good advice. Here it is all written down. *(Hands Laurie a card.)*

LAURIE *(takes card; reads)*—"Learning to concentrate is important. Read five minutes on Monday, ten minutes on Tuesday, fifteen minutes on Wednesday, twenty minutes on Thursday, twenty-five minutes on Friday; and when the week end comes, you will know how to concentrate, and what's more, you will learn how to finish books that you start." *(Opens book and starts reading as she exits.)*

ASSISTANT—Sarah Goodrich has a peculiar problem. *(Ushers in Sarah and then exits.)*

SARAH—Horses, horses, horses! Crazy over horses, horses—

LIBRARIAN—Whoa, Sarah! I've seen people with your difficulty before. Please read this. *(Hands her a card.)*

SARAH *(reads)*—*"Great Whales, Snakes, Golden Hamsters, The Jungle Book, Dogs, Dogs, Dogs."* *(Exits barking like a dog.)*

ASSISTANT *(enters with Pat)*—Here is poor Pat Murphy. I found her moping outside.

LIBRARIAN—Perk up, Pat. What's your trouble?

PAT—My case is hopeless. No one likes me. I never smile. There is nothing funny *to* smile about; I am worried about *everything.*

LIBRARIAN—My! My! I hope your case is less serious than it seems. Let's try this remedy. *(Hands Pat a card.)*

PAT *(reads from card)*—"What *you* need is a good laugh. Read two chapters of *Giggle Box,* one chapter of

(Continued on page 108)

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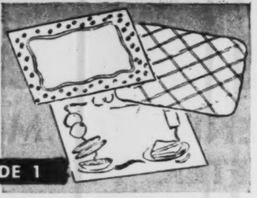
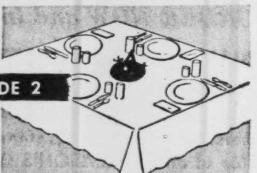


A teaching authority suggests a breakfast health education program should be an action program. Let the children learn about breakfast and foods for breakfast through doing things. The following suggestions for pupil activities have been graded according to the development of the child's skills and abilities.

FOR GRADE 1

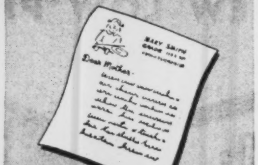


Make breakfast food models.
Decorate breakfast place mats.
Set up a breakfast store.

FOR GRADE 2

Plan a week's breakfast menus for mother.
Set a family breakfast table.
Make a breakfast "movie."

FOR GRADE 3



Have the children write a letter to mother about the breakfast lesson.
Plan a breakfast cafeteria.
Make a breakfast cereal display.

These interesting class activities are fully described in the Elementary Breakfast Teaching Unit for grades 1, 2, and 3, edited by Laura Oftedal, Laboratory School, University of Chicago. It includes **a 24-page Teacher's Manual,** "A Classroom Breakfast Party and Other Classroom Activities," **a Breakfast Calendar,** in full color, size 12" x 18", and **30 Children's Leaflets** entitled "Skimpy and Missy."

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Pinkel

(*Continued from page 40*)

"But the next time you come, you will fare badly."

When Pinkel returned to the palace with the goat, he received a third of the kingdom as the king had promised.

The brothers could not bear to hear everyone praise Pinkel for having captured the goat. Again they began to plan how to get rid of him.

One day the brothers went to the king and told him about the witch's cloak that shone like purest gold. They said that such a cloak would be more suitable to be worn in a palace than in a hut.

"Where is the cloak to be found, and who can get it for me?" said the king.

"Our brother Pinkel alone can get it for you," answered the evil brothers, "and he knows where it is."

The king sent for Pinkel. "I know you have an eye for my daughter," he said, "and if you can obtain for me the witch's elegant cloak which your brothers told me about, you may marry my daughter, and you shall become king after I am gone."

Pinkel promised to do his best, and set out. While he rowed toward the island, he deliberated on how to get hold of the cloak. It would not be easy, for the witch always wore it. At last, he had a good idea. He put a large bag under his clothes and went right into the hut.

The witch eyed him savagely, and said, "Is that you, Pinkel?"

"Indeed, it is I," he said.

"You have placed yourself in my power, and you do not slip out again alive now after all the tricks that you have played on me," said the witch, and she grabbed a butcher knife.

Pinkel pretended that he was terribly frightened, and said, "As long as I am going to die, I think I might be allowed to select the manner of my death. I would rather eat myself to death on milk porridge than be slaughtered like a pig."

The witch deliberated for a while. Then she promised he should have his way. She set an immense kettle over the fire and cooked a mass of porridge. When it was ready, Pinkel began to eat. For every spoonful he put into his mouth, he put two spoonfuls into the bag under his clothes. The witch thought it was remarkable that Pinkel could eat all this porridge.

At last Pinkel pretended to be ill and fell from his seat. The witch was delighted, and ran for her daughter, who had gone to the well.

There was a terrific downpour of rain, and the witch removed her sumptuous cloak before she ran out of the hut. No sooner was she out of the door than Pinkel snatched up the cloak and ran for his boat.

After some time had passed, the witch caught sight of Pinkel rowing far out on the water. She called, "Is that you, Pinkel?"

"Indeed, it is I."

"Have you stolen my gold cloak?"

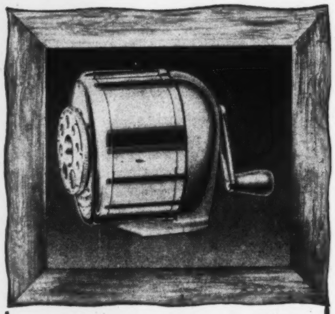
"Indeed, I have."

"Are you not an impudent tramp?" shrieked the witch furiously.

"Indeed, I am," answered Pinkel.

Pinkel returned safely to the palace with the gold cloak. There he was made a prince and married the princess. When the old king died, Pinkel inherited the kingdom and became king. But the two brothers were nothing but stable boys all their lives.

NOTE.—Miss Brandon found the original version of this story in a Norwegian book of fairy tales entitled *Eventyr fra Mange Lande* (*Fairy Tales from Many Lands*), published by Mittet & Co., Oslo, Norway. Although the language from which it was translated was Norwegian, the tale came from Sweden.



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Marching Books

(Continued from page 80)

this house, we will help you save it, Mr. Jefferson. I am your diary. In me you have written your thoughts as Governor of Virginia, as Secretary of State under George Washington, as Vice-President to John Adams, and finally as the President of the United States. (*Steps back.*)

AUTOBIOGRAPHY (*steps out*)—I am your autobiography, your life story. To me you talked about your great friendship with Patrick Henry, James Madison, and James Monroe. You told me how you founded the University of Virginia and worked on the Louisiana Purchase, by which France gave America ownership of the states west of the Mississippi River. (*Steps back.*)

DECLARATION OF INDEPENDENCE (*as he steps forward*)—Remember me, Mr. Jefferson? You wrote me and named me "The Declaration of Independence." Through me you said all men are created equal and that they have certain rights to life, liberty, and the pursuit of happiness. Through me the American colonies declared their independence and freedom from the rule of England on July 4th, 1776. (*Steps back.*)

JEFFERSON—You three are my record books. I need you for reference.

SCHOOLBOOKS (*all come forward*)—We three are your schoolbooks—history, math, and English. You bought us when you were a youth, going to William and Mary College. You went without things you wanted in order to pay for us. (*Step back.*)

JEFFERSON—I can't let you go. Without you and your friends on law, science, and medicine, I could not have shared the knowledge and experience of the great men who wrote you. You have helped me improve myself.

STORYBOOK (*stepping forward*)—My name is fiction. I am one of the storybooks you found in out-of-the-way shops in France and England and brought here to this wonderful library. (*Steps back.*)

JEFFERSON—I can't let you leave either. You did not cost as much as some of the other books, but I love you just as much. You brought me countless hours of excellent reading pleasure. You made me relax, and helped me solve my problems.

SCHOOLBOOKS—We books will help you solve your current problem of how to save your home. We can save Monticello, your little mountain.

STORYBOOK—Yes, Mr. Jefferson. You must sell all of us to get money enough to pay your debts. Sell us to

(Continued on page 107)

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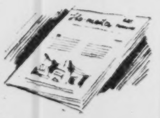

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Thanksgiving — With Pie

(Continued from page 44)

"We'd better get an early start, just in case," Mother decided.

"I'll carry the mince pies," Polly offered.

"I'll take the pumpkin!" cried Peter.

As soon as the breakfast dishes were washed, the Potters set out. Mr. and Mrs. Potter rode in the front seat with a row of pies between them. Polly and Peter rode in back, with Butch between them. All the rest of the pies were stacked on the shelf behind the back seat.

The highway out of town was wide and clear; the snowplows had cut a broad path through the banks of snow. But even so, the Potters went very slowly. The Potters' car was old and cold; it coughed every now and then.

"It must be noon already," sighed Peter finally. "Anyway, that's what my stomach says."

"We're almost there," comforted Polly. "Here's where we turn."

The turn was made onto the gravel road that took them the last ten miles to Grandpa's. The gravel road wasn't as clear as the highway had been. In some places, the snow had blown back thickly over the road again, and the car grumbled as it bucked the drifts.

Finally it stopped and wouldn't start again. Mr. Potter ground at the starter. He got out and peered beneath the car. He got up, frowning. "I'll find a farmhouse and phone for a tow truck," he said, and off he went.

"I'm cold," whimpered Polly, pulling the blanket up to her nose.

"I'm hungry," sniffed Peter.

Mrs. Potter said cheerfully, "We'll soon be at Grandma's. And then won't we be thankful for the feast we'll have? Let's pretend we're a Pilgrim family with nothing to put on our table but a little parched corn and some nuts and wild grapes. That's all many of the Pilgrim families had."

"But the Indians helped them," said Polly. "They came to the Pilgrims' first Thanksgiving dinner and brought deer and turkey."

"Turkey!" exclaimed Peter. "Boy, what I'd give to see an Indian now!"

"Let's cut one of the Thanksgiving pies," Mother suggested. "Maybe lunch would make us warmer."

"Pumpkin!" shouted Peter.

"Mince!" cried Polly.

"We'll have both," declared Mother.

So with Peter's jackknife, they cut big slices of pie for all of them, even Butch. It tasted wonderful. They all had seconds.

"It's a funny thing to be thankful for pie," said Polly dreamily, licking crust off her fingertips.

"First time we ever had a Thanksgiving dinner with pie for the first course, and the second, and the third," sighed Peter, nibbling at his third piece of pumpkin pie.

Suddenly, he leaned over the front seat to rub a clear place on the frosty windshield. "Hey, here come the Indians!" he yelled. "I mean Pop and a tow truck! Yay!"

Polly crowded beside him. "There's another car behind them!"

"Grandpa!" shouted Peter.

Sure enough, Grandpa was getting out and following Mr. Potter to the car. Grandpa's pockets bulged enormously. He said, "When your father phoned you were stuck, your grandma said I'd better hustle right along and bring you these, before you starved." And he brought out big turkey sandwiches for everyone, even Butch.

"Oh, boy, this turned out like the first Thanksgiving after all, didn't it?" said Peter happily, between bites.

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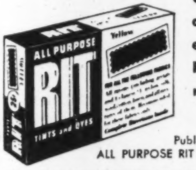

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School____________________

New Records

(Continued from page 50)

an echo which the children will love to hear and imitate, and could easily lead into a discussion of the Indian pentatonic scale. Don't be frightened by this four-syllable word—just play the five black keys on the piano and you have it. The song itself can be found in the brown *Twice 55* book, which is probably on your piano right now. If you would like to teach an Indian song and have found it a rather difficult task, this selection is the answer to your problem.

The best thing about the album is that it includes a set of teaching notes by Lilla Belle Pitts and Gladys Tipton which give some excellent background, describe the ritual of a hunting dance, point out the instruments used in the music, and even suggest pictures that will enhance your study. Oh, yes, for a final drop of goodness, if you play the piano "one-finger style" you will find the notes of the themes written on staves large enough to see without the aid of bifocals. Don't miss out on a really excellent album which you will enjoy using many times.

How many of your boys appear occasionally in Hopalong Cassidy outfits? Perhaps the ones who do are also the ones who think that music is "sissy stuff." If they do, better look to your laurels. Maybe you teach too many songs about teeny fairies and elves or sweet little daisies. Even the girls are less impressed with them in this day and age.

You will find that your Hopalongs are quite musical if you play cowboy music for them. Try *Western Songs* by Record Guild Kiddie Recordings (R 136, 78 rpm, $.50). The word *kiddie* sometimes means a toned-down, watered version, but not in this case. Start with "Old Dan Tucker" who

"...................... was a fine old man,
Washed his face in a frying pan,
Combed his head with a wagon wheel,
Died with a toothache in his heel."

The music is so lively and jolly that you will want to demonstrate a do-si-do right on the spot. On the same recording you will find a nice whistling and yodeling song, a polka, "Buffalo Gals," and, naturally, "Home on the Range." Use it to pep *yourself* up at the end of a long hard day, when you have those papers to be marked. It's fun! Besides, the children's work might even look better.

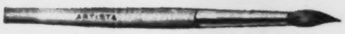
Speaking of fun, you might be interested in a recording that is just that—Daffy Duck Flies South (Capitol, CAS-3112, 78 rpm, $1.10). Featuring the ridiculous voice of Mel Blanc, the story moves along like an animated cartoon movie, and you will even laugh yourself as Daffy finds himself in Backward Land where a class of school children sing "This Is the Way We Wash Our Clothes"—but of course, they sing it backwards. It's just plain silly fun but maybe your class needs a good hard laugh now and then, and maybe it's just what you need too.

I know you are all looking forward to the Thanksgiving holidays. It's a good time to start your Christmas shopping, and don't forget that records make excellent gifts. Have a nice vacation.

Where to Get the Records

If records reviewed in this department each month cannot be purchased or ordered from your local record store, you can secure them from either of these two supply houses: Children's Reading Service, 106 Beekman St., New York 38, N.Y. (excellent catalogue classified and graded, $.10), and Educational Services, 1702 K St., N.W., Washington, D.C. (free catalogue).

Gift-making is easy with



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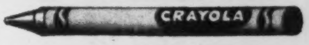

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The Storyteller

(Continued from page 49)

The children all loved him and would run joyfully to meet him. Hans was always ready to tell stories as they gathered about and walked along with him when he took his daily trips along the roads and through the fields.

He did so well writing stories and poetry that he became one of the most famous poets and authors in the world. In later years he was highly honored by the people of Denmark, and by officials, kings, and queens of other countries.

After he became famous, he returned to his old home town of Odense. The day he arrived, the Danish flag was flying in his honor. Banners and flowers decorated the streets and the bands played special music to welcome him. The people were very proud of him. Speeches were made and dinners were given in his honor.

Hans lived to be seventy years old, but his heart was always young and happy. If you read "The Little Glass Shoe," "The Nightingale," "The Hardy Tin Soldier," "The Emperor's New Clothes," and many others of his castle-in-the-air stories, you will know why Hans Christian Andersen is truly the friend of children.

All's Well That Ends Well

(Continued from page 44)

Charity looked. "Oh," she exclaimed, "that isn't Toby. That's a little fox. You must let him go at once. If his mother finds we have him, she'll be cross and bite us."

William set the little fox down and it scampered away.

"Where did he come from?" asked Charity, pointing to the Indian boy.

"He liked Toby—the fox, I mean," Tommy answered.

Charity was worried. What was she to do with the little Indian? He was only a baby, and couldn't possibly know the way home.

Charity had another worry too. She really didn't know where they were. In searching for the twins, she had become confused. Father had told her that if she lost her way, to go by the position of the sun, but the sun was still nearly overhead. Charity took the boys first this way and then that, but she saw no sign of the clearing—just woods!

"Are we lost?" asked William.

"We'll soon find the clearing," answered Charity, hopefully, but they didn't. The three little boys were getting tired. Of course they were very hungry too. Then William began to whimper.

"Let's sit down a few minutes," suggested Charity. As she sat on a mossy log, the little boys tearfully clung to her hands and skirt. As she gazed off over their heads, she saw a patch of sunlight. "It must be shining in the clearing!" she thought.

They rested a few minutes more. Then Charity said, "Come now, we'll soon be home."

"Aren't we lost any more?" asked William.

"No," she replied. "We'll keep our eyes on that big tree down there."

After a while, they came to the clearing and the cabin! Charity and the twins were happy. She took them and the little Indian boy into the cabin and washed their hot faces and dirty hands. Next, she gave each a drink of water and a piece of cornbread.

Now she must do something about returning the little Indian to his people, but what about the twins? It

(Continued on page 104)

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Girls and Boys Section

A WORD BALL GAME

Hazel Cederborg

All the players form a circle and a large rubber ball is tossed around the circle from person to person. Each person receiving the ball must call out a word ending in *tion* and at the same time toss the ball to another person. No repetitions or hesitations are allowed. If a player cannot think of a word promptly, he must drop out.

Instead of *tion*, words beginning with a certain letter or syllable, rhyming words, or any other chosen category, may be used.

NAME THE RIVER

Maymie R. Krythe

1. 'Way Down upon the ------ River.
2. Miller of the ---.
3. Flow Gently, Sweet -----.
4. -------- Waltz.
5. Beautiful ----.
6. Blue ------ Waltz.
7. --- River Valley.

WHAT IS MY NAME?

Mae Taylor Krouse

I am in water much of my time,
I can catch a fish without using a line.

Twisting my tail a certain way
Helps me to swim and to catch my prey.

I hide under water and float like a log;
I am not a turtle or a sea dog.

I have forty to sixty teeth in my jaw;
My skin is rough like a little boy's saw;

But some people use my skin for leather
To make strong shoes for stormy weather.

Now can you guess what my name may be?
It contains nine letters; the first one is C.

WHICH IS RIGHT?

Lenelle Marsh Kanthack

These words sound alike but have a different meaning. Cross out the wrong word in each sentence.

1. Dick likes to eat (meat, meet).
2. The dog ran around trying to catch his (tale, tail).
3. Bonnie will (sow, sew) the hem in her dress.
4. I will (meat, meet) you today.

WHO! WHO!

Edna Staples

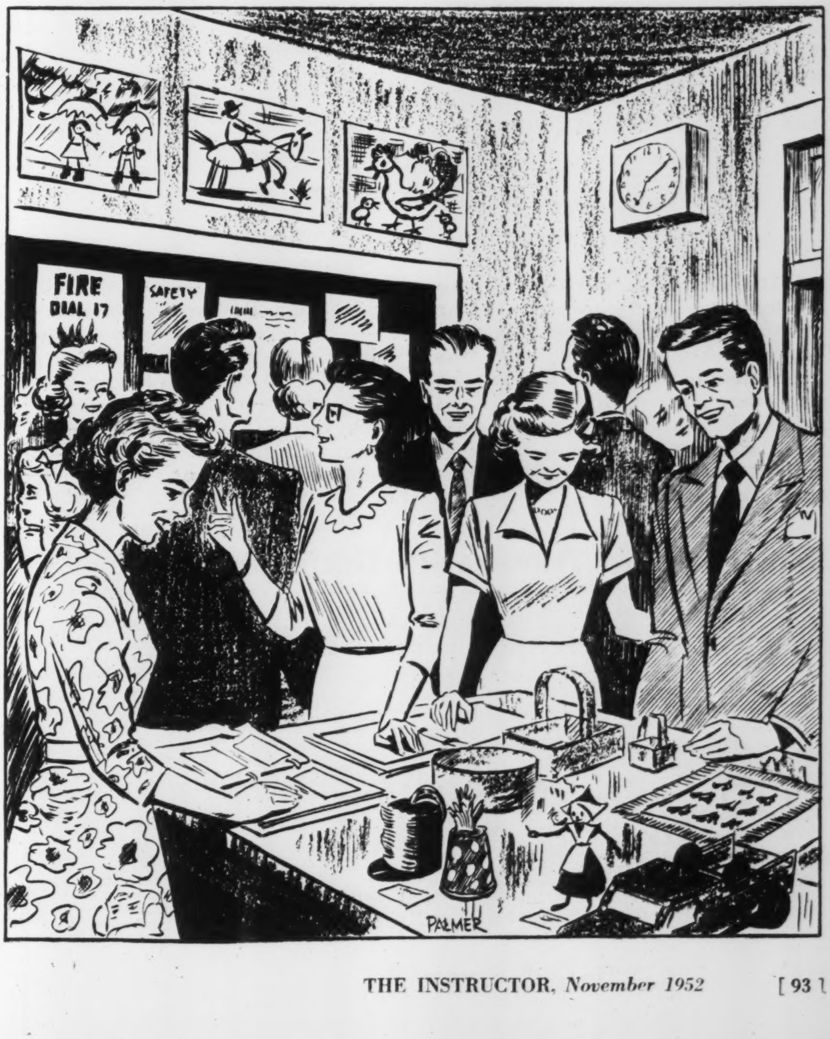
Can you answer these questions from nursery rhymes and stories?

1. Who has been sitting in my chair?
2. Who will plant this wheat?
3. Who put the cat in the well?
4. Who got her out?
5. Who killed Cock Robin?
6. Who climbed up the beanstalk?

Answers to puzzles, riddles, and quizzes are on last page of "Girls and Boys."

Parents' Night at School

Here are eight parents looking at samples of classwork with the teacher. Can you find their eight children hidden in the room? Then draw a line from each child to a parent.



DISH GARDEN

Gene Wright

Get a large pan in which to place your garden. Put sand in the bottom to provide drainage. To make a lake, place a mirror on top of the sand. Add rich dirt on top of the sand and put several small plants in it. Small colorful rocks, miniature houses, and figures will make a prettier scene. Be sure to select plants that take the same care and amount of water.

WHO AM I?

Dorothy C. Kangisser

By reading the following clues, can you tell the name of a teacher, famous in literature?

1. My name has twelve letters. My first name is very peculiar and is longer than my second name.
2. I am very fond of horses and use them a lot.
3. The author of my story was an American. He began my story in 1818.
4. I am an American character and taught school in New York State near the Hudson River.
5. I am a very awkward and superstitious fellow, who believes that strange and supernatural beings really exist.
6. I was chased down a lonely road by "The Headless Horseman."

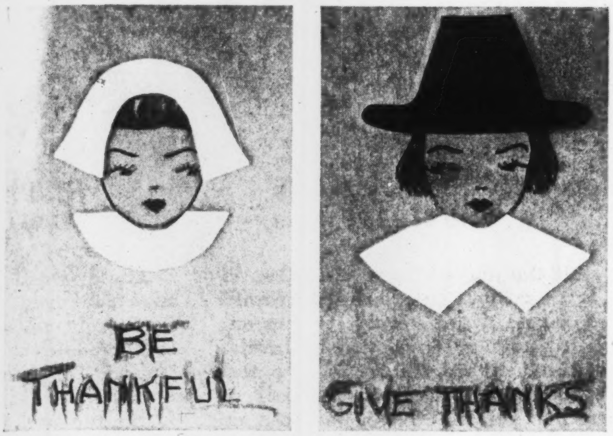
TELL WHO WENT

Elizabeth Mewhinney

Little Boy Blue had a party and invited some of his nursery-rhyme friends. He invited the one who lost her sheep, the one who was frightened by a spider, the one who sat in the corner eating his Christmas pie and the ones who lost their mittens. Can you tell how many were invited to the party and what each one's name is?

FELT FAVORS FOR THANKSGIVING

Agnes Choate Wonson


BE THANKFUL
GIVE THANKS

Scraps of black-and-white felt or wool and pieces of gray mounting board become these interesting Thanksgiving favors. Draw the face of a Pilgrim boy or girl; color hair and mouth. Outline the features with black ink, and paste on the hat and collar cut from the felt. Print an appropriate phrase at the bottom.

These faces may be used as a place card and favor by printing the name of the person instead of the Thanksgiving phrase. Or they may be used on the covers of dinner menus and greeting cards.

WHERE DO THEY LIVE?

T. V. Woodson

By rearranging the letters of each name, you can spell the word that tells where that person lives.

1. Ida Rolf lives in ——, one of our Southern states.
2. Dan C. Level lives in a city in Ohio, ——.
3. Sue Prior lives beside Lake ——, one of the Great Lakes.
4. Lee A. Ward lives in ——, an Eastern state.
5. Art H. Ford lives in ——, a city in Connecticut.
6. Ina V. Shell lives in a Southern state capital, ——.
7. Noah D. Shean lives on the —— River, which runs through Virginia and West Virginia.
8. Tom R. Neal lives in a city in the province of Quebec, ——.
9. Gay Mern lines in ——, a country in Europe.
10. Rena I. Gant lives in ——, a country in South America.

The Riddle Box

How can you change a pumpkin into another vegetable?

◆

What is the coldest place in the theater?

◆

When is a sheep like ink?

◆

What book in the house has the most stirring chapters?

◆

A duck before two ducks,
A duck behind two ducks,
A duck between two ducks,
How many ducks in all?

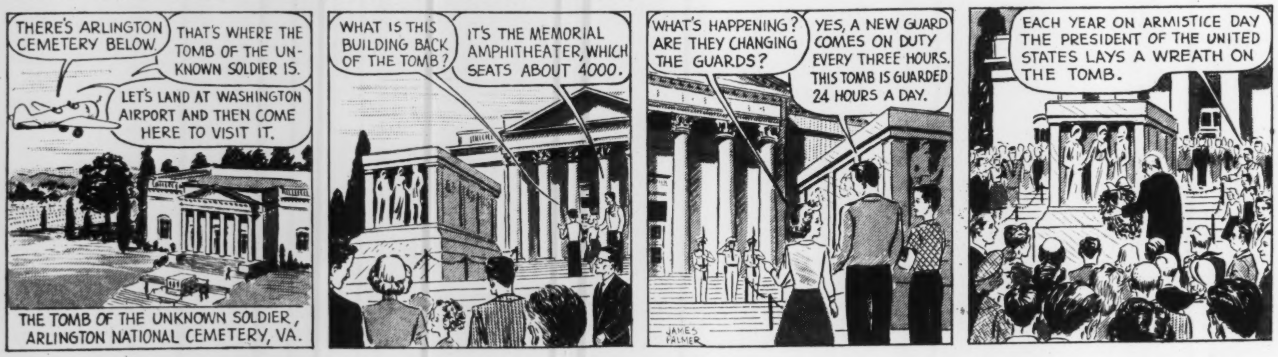
◆

What did the fountain pen say to the paper?

◆

Do trains have ears?

Sam and Sue Travel with Uncle Dick


THERE'S ARLINGTON CEMETERY BELOW.
THAT'S WHERE THE TOMB OF THE UNKNOWN SOLDIER IS.
LET'S LAND AT WASHINGTON AIRPORT AND THEN COME HERE TO VISIT IT.
THE TOMB OF THE UNKNOWN SOLDIER, ARLINGTON NATIONAL CEMETERY, VA.
WHAT IS THIS BUILDING BACK OF THE TOMB?
IT'S THE MEMORIAL AMPHITHEATER, WHICH SEATS ABOUT 4000.
WHAT'S HAPPENING? ARE THEY CHANGING THE GUARDS?
YES, A NEW GUARD COMES ON DUTY EVERY THREE HOURS. THIS TOMB IS GUARDED 24 HOURS A DAY.
JAMES PALMER
EACH YEAR ON ARMISTICE DAY THE PRESIDENT OF THE UNITED STATES LAYS A WREATH ON THE TOMB.

Science for Fun

Gladys Liljenberg

READING A THERMOMETER

November brings many weather surprises with its warm, cold, rainy, and snowy days. Mother can read a thermometer so she can tell us how to dress comfortably.

A thermometer is used to take temperature. Ask your mother or teacher to let you experiment with one. Look at the glass tube on the thermometer. It has a red liquid in it which looks like a red line. When the air is hot, the red line climbs up; when the air cools, the line drops. The numbers you see are called degrees. The little mark ° means degree. The space between the lines is two degrees.

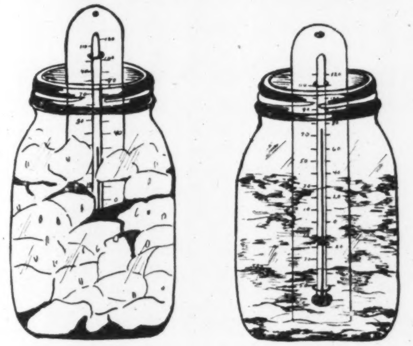
Look for 0. This number means zero. If the red line is above 0, it is degrees above zero. If it is below 0, it is degrees below zero. Where is the red line? Count the number of degrees and you can read the temperature.

When the red line is at 80° or 90°, it is hot. You will be most comfortable in light thin clothing. When the temperature is 70°, you should be comfortable in your regular cotton clothing. When it rains, of course, you should wear rain clothes.

When the temperature is from 50° to 70°, you will need a sweater or jacket. Water freezes when the temperature is 32° so when the temperature drops to between 30° and 40°, it is quite cold. Now you will need your snow suit, cap, scarf, mittens, and boots. If the red line is at 0° or below, you will need extra clothing under your snow suit.

Here are some experiments to give you more practice in reading a thermometer. Get a fruit jar. Stand the thermometer in the jar and put ice cubes around it. Watch the red line. Does it go below freezing? Now crush the ice and put it around the thermometer. Does the line get lower? Take out the ice and add warm water. Keep adding hot water and watch the red line.

Hold the thermometer under the hot-water faucet. As the water gets hotter, what happens to the red line? After the thermometer cools, put it under the cold water. What happens? Now, can you read a thermometer easily?



FEATHER FOOTBALL

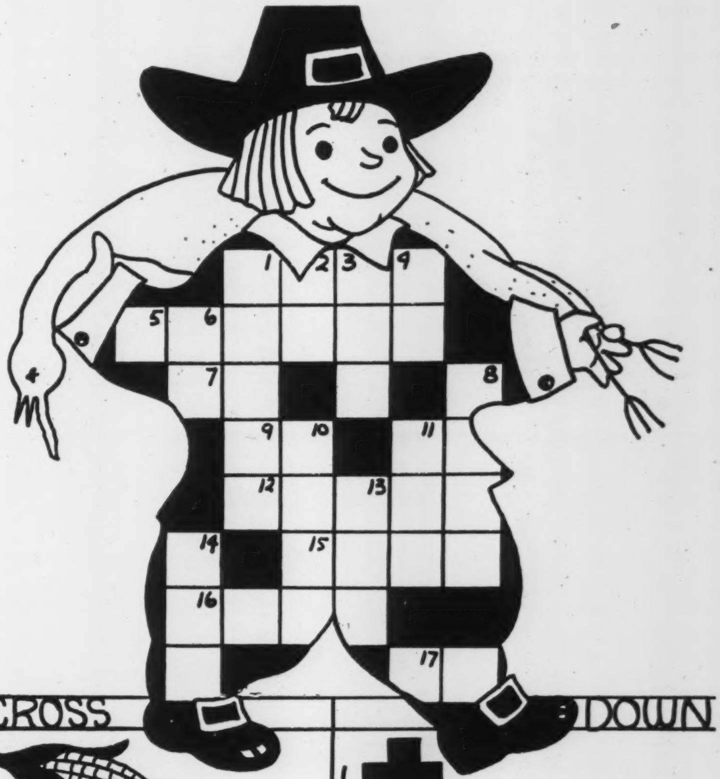
Margaret O. Hyde

Two people can play this game. Mark goal lines across each end of a large table with string. A player stands at each end of the table. With their hands on the edge of the table, they blow a feather that has been placed in the middle of the table. The players may move around the table edge, but they must not lift their hands from it.

Score goals as in football. Allow an extra point if feather does not fall from table when goal is scored.

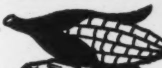
A November Crossword Puzzle

Virginia Gifford



ACROSS

1.



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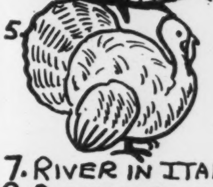
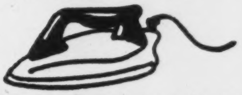


7. RIVER IN ITALY.
9. SUNDAY SCHOOL–ABBV.
11. HELLO.
12. LOUD WHISTLE ON A FIRE TRUCK
15. A NARROW PATH.

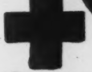
16.



17. GREEN TRAFFIC LIGHT.

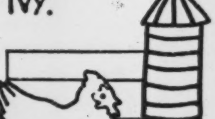
DOWN

1.



2. CORRECT.
3. COLOR OF A ROSE.
4. NEW YORK – ABBV.
6. ABOVE.
8. IVY.

10.



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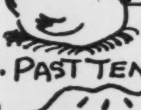


13. PAST TENSE OF "RUN".

14.

POTATO-HEAD PUPPETS

Gene Wright

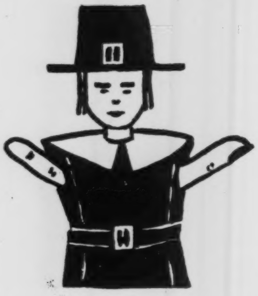
A small potato makes an interesting puppet head. Paint the eyes, nose, and mouth with tempera.

Make a hole in the bottom of the potato to insert your finger. Use a paper bag for the puppet's clothes. Make a hole in the top for the head and one on each side for arms. Insert your hand into the sack, putting one finger into the head and using the thumb and little finger for arms.

You can try different material for hair. Add paper hats, collars, and belts in various colors and styles.

To make an Indian, substitute a carrot for the potato using colored paper strips for a headdress and a brown paper bag for buckskins.

You and your friends will have lots of fun writing and presenting your own puppet show.



WIGGLE, WIGGLE

Margaret O. Hyde

This is a good trick for your next party. Place a moistened penny on everyone's nose. See who can be the first to wiggle it off without shaking his head.

Then divide the guests into teams and have them pass the slip cover of a small match box from nose to nose. The first team to finish, wins.

A FAMILY PROBLEM

Camilla Walch Wilson

Here's a little problem;
  Solve it just for fun.
First there's "Gram" and Grandfather,
  Add them, one plus one.
Next there's Dad and Mother,
  Jane and Rosalie,
Robert, Teddy, Charles, and Stan;
  Then add one for me.

WHAT JACK IS THIS?

Annie P. Craig

1. What Jack goes to church?
2. What Jack is scary?
3. What Jack nips noses?
4. What Jack cuts down trees?
5. What Jack is good to eat?

Time to Smile

Ruth: Do you think this mud pack will make me beautiful?
Jim: It hasn't done much for the turtle.

◆

Bride: I baked a sponge cake for you, dear, but it didn't turn out exactly right. I must have bought the wrong kind of sponges.

◆

Mark: I hear you are going to start a bakery.
Jane: Yes, if I can raise the dough.

◆

Customer: When you sold me this cat, you said he was splendid for mice. He hasn't caught one yet.
Clerk: Well, isn't that splendid for mice?

ANSWERS TO QUIZZES

Name the River—
1. Swanee 3. Afton 5. Ohio 7. Red
2. Dee 4. Missouri 6. Danube

What Is My Name?—Crocodile

Which Is Right?—
1. meat 2. tail 3. sew 4. meet

Who! Who!—
1. Goldilocks 3. Tommy Green 5. Sparrow
2. Little Red Hen 4. Johnny Stout 6. Jack

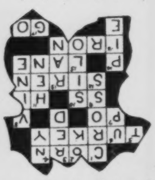
Tell Who Went—Six guests: Little Bopeep, Little Miss Muffet, Little Jack Horner, the Three Little Kittens.

Where Do They Live?—
1. Florida 5. Hartford 8. Montreal
2. Cleveland 6. Nashville 9. Germany
3. Superior 7. Shenandoah 10. Argentina
4. Delaware

Who Am I?—Ichabod Crane

The Riddle Box—throw it up in the air and it comes down squash; Z row; when it is in a pen; the cookbook; three; "I dot my eyes on you"; yes, engineers

A November Crossword Puzzle—



A Family Problem—Eleven

What Jack Is This?—
1. Jack-in-the-Pulpit
2. Jack-o'-Lantern
3. Jack Frost
4. Lumberjack
5. Cracker Jack

Notes from *Aunt Grace*

Dear Girls and Boys,

My goodness! Here it is 9:30 P.M. already. Probably all of you are in bed now. I hope so!

Even Agnes has decided to take a snooze. She is curled up in my lap and may even be watching little speckled fawns in her dreams. We've just finished reading a good story about Spike, a whitetail deer. Mr. Robert M. McClung wrote the book. Quite often when we're staying at the farm, we see deer walk across the back yard. They are so graceful! Agnes loves to sit in the window and watch the birds, too. She is very polite and doesn't chase them.

I've promised to read some more to her from *Birds and Their Nests* by Olive L. Earle. Did you know that a penguin carries its one egg on top of its feet? That's where the egg hatches, too. Then the little penguin is carried in the same place as Mother or Father Penguin shuffle along. Just think, penguins go skiing when they are very young! Dear me, it is 'way past my bedtime. Good night.

Affectionately,
Aunt Grace

Dear Aunt Grace,

I'm sorry I haven't written sooner. Tell Agnes "hello" for me. I sold my pony and got a bike with the money. We have a girls' softball team here in Wadena.

Mary Lou Erickson, *Iowa*

We'll miss hearing about your pony, Mary Lou, but riding a bicycle is fun—and so is softball.

Dear Aunt Grace,

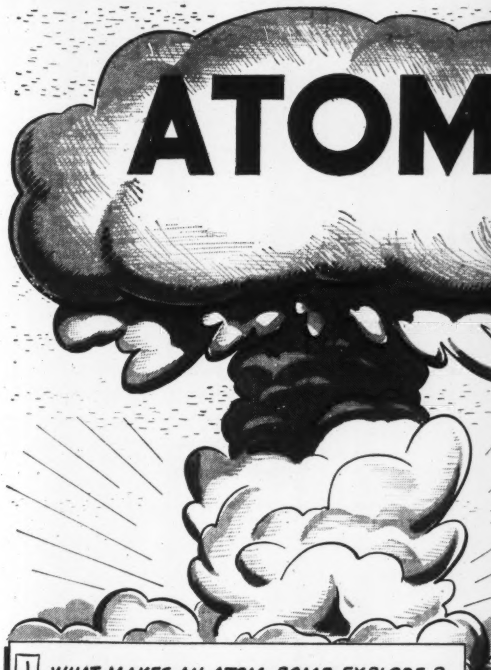
I am learning to knit. Would Agnes like me to knit her two pairs of bed socks? I have some bright red yarn.

Thelma Gleason, *Maine*

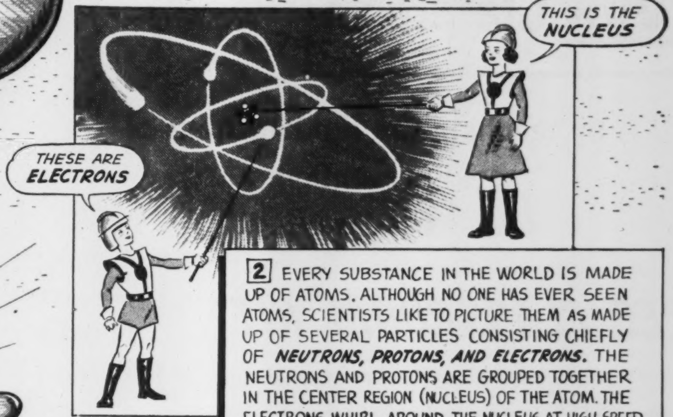
Agnes would like them, Thelma. Her feet sometimes get very cold.

We welcome, but cannot acknowledge, contributions for this department. Two dollars or more is paid for each item used except riddles and jokes, for which one dollar each is paid. Manuscripts (except seasonal) not heard from in six months should be considered rejected. Those with stamped envelopes will be returned. Address: Girls and Boys, *The Instructor*, Dansville, N.Y.

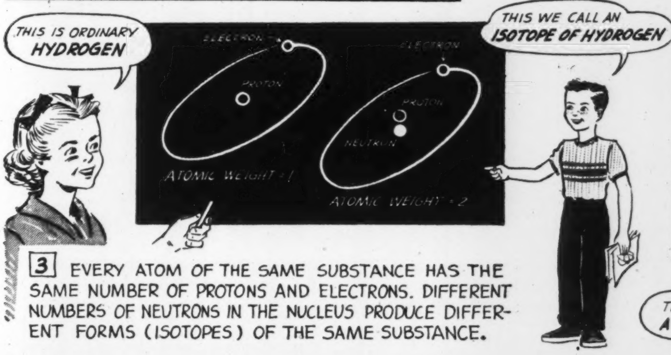
ATOMIC *Energy*



1 **WHAT MAKES AN ATOM BOMB EXPLODE? PERHAPS YOU KNOW IT HAS SOMETHING TO DO WITH SPLITTING AN ATOM.**

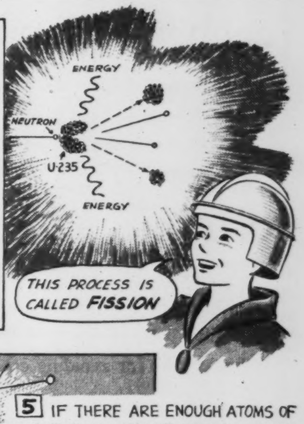

THIS IS THE NUCLEUS
THESE ARE ELECTRONS

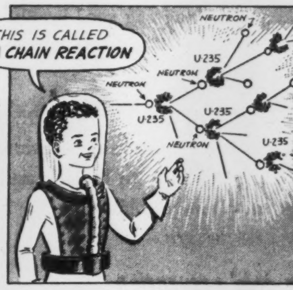
2 EVERY SUBSTANCE IN THE WORLD IS MADE UP OF ATOMS. ALTHOUGH NO ONE HAS EVER SEEN ATOMS, SCIENTISTS LIKE TO PICTURE THEM AS MADE UP OF SEVERAL PARTICLES CONSISTING CHIEFLY OF ***NEUTRONS, PROTONS, AND ELECTRONS.*** THE NEUTRONS AND PROTONS ARE GROUPED TOGETHER IN THE CENTER REGION (NUCLEUS) OF THE ATOM. THE ELECTRONS WHIRL AROUND THE NUCLEUS AT HIGH SPEED.


THIS IS ORDINARY HYDROGEN
THIS WE CALL AN ISOTOPE OF HYDROGEN
ELECTRON
PROTON
ATOMIC WEIGHT = 1
ELECTRON
PROTON
NEUTRON
ATOMIC WEIGHT = 2

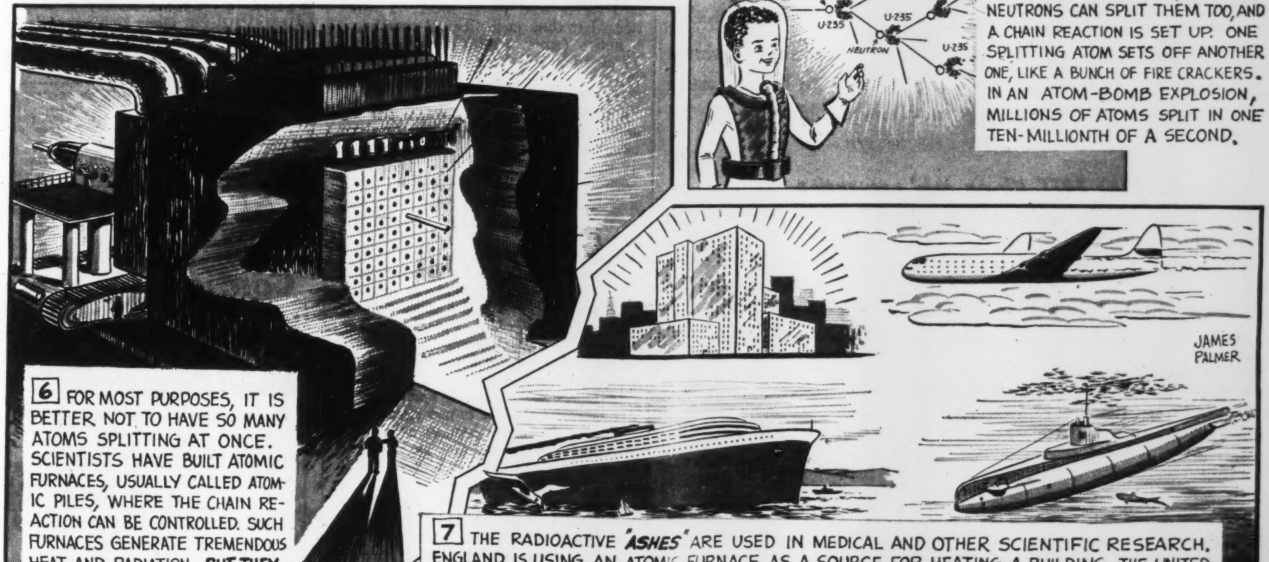
3 EVERY ATOM OF THE SAME SUBSTANCE HAS THE SAME NUMBER OF PROTONS AND ELECTRONS. DIFFERENT NUMBERS OF NEUTRONS IN THE NUCLEUS PRODUCE DIFFERENT FORMS (ISOTOPES) OF THE SAME SUBSTANCE.

4 ONE WAY OF RELEASING ATOMIC ENERGY DEPENDS UPON THE UNUSUAL BEHAVIOR OF A RARE ISOTOPE OF URANIUM (ONE OUT OF 140) CALLED U-235. IF A FREE NEUTRON SCORES A DIRECT HIT ON THE NUCLEUS, IT WILL SPLIT THIS ISOTOPE INTO TWO PIECES WHICH FORM ENTIRELY NEW ATOMS. AT THE SAME TIME MORE NEUTRONS, PLUS A TREMENDOUS AMOUNT OF ENERGY, WILL BE RELEASED.


ENERGY
NEUTRON
U-235
ENERGY
THIS PROCESS IS CALLED FISSION


THIS IS CALLED A CHAIN REACTION
NEUTRON
U-235
NEUTRON
NEUTRON
U-235
U-235
NEUTRON
U-235

5 IF THERE ARE ENOUGH ATOMS OF U-235 CLOSE TOGETHER, THE FREE NEUTRONS CAN SPLIT THEM TOO, AND A CHAIN REACTION IS SET UP. ONE SPLITTING ATOM SETS OFF ANOTHER ONE, LIKE A BUNCH OF FIRE CRACKERS. IN AN ATOM-BOMB EXPLOSION, MILLIONS OF ATOMS SPLIT IN ONE TEN-MILLIONTH OF A SECOND.


JAMES PALMER

6 FOR MOST PURPOSES, IT IS BETTER NOT TO HAVE SO MANY ATOMS SPLITTING AT ONCE. SCIENTISTS HAVE BUILT ATOMIC FURNACES, USUALLY CALLED ATOMIC PILES, WHERE THE CHAIN REACTION CAN BE CONTROLLED. SUCH FURNACES GENERATE TREMENDOUS HEAT AND RADIATION, **BUT THEY DO NOT EXPLODE.**

7 THE RADIOACTIVE ***"ASHES"*** ARE USED IN MEDICAL AND OTHER SCIENTIFIC RESEARCH. ENGLAND IS USING AN ATOMIC FURNACE AS A SOURCE FOR HEATING A BUILDING. THE UNITED STATES IS NOW CONSTRUCTING A SUBMARINE POWERED BY AN ATOMIC ENGINE. THE FUTURE HOLDS UNLIMITED POSSIBILITIES FOR THE USE OF ATOMIC ENERGY.

Keep "COLDS" out of YOUR Classroom

. . . by teaching the fundamentals of cold prevention this easy way!

FREE CLASSROOM KIT

A complete 2-weeks Teaching Unit correlating Health Studies, Social Studies, Music and Handcraft.

☆ Teacher's Manual

An 8-page guide with suggestions for games, plays, projects and lessons to help youngsters learn what the common cold is and how it can be prevented.

☆ Poster

Attractive 14″ x 40″ poster, printed in two colors, tells in words and pictures the story of Foolish Freddie and Wise Willie. An effective, easy-to-understand presentation of the basic rules for avoiding colds and maintaining good health.

☆ Pupil Sheets

35 work sheets which the pupils can fill out in the classroom and then take home. Encourage children to become active crusaders in the fight against the common cold.

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(Kits will be mailed after November 15)

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444 Madison Avenue, New York 22, New York

Please send me the CLASSROOM KIT ON COLD PREVENTION

(Please Print)

NAME ....

SCHOOL ....

ADDRESS ....

- Teacher's Manual
- Poster
- 35 Work Sheets

Mystery Pie

(Continued from page 78)

BERTA (*dances over to Mother and puts her arm around her waist*)—I'm glad; I don't like fish very well.

HEGRED (*works with fishline*)—It doesn't matter what you like, young lady; it's what there's the *most of*, and *that*—for this family—is fish. I'll get some anyway, Ma. (*Exits left.*)

(*Lisby drops her dolls and runs after Hegred. Berta and Berle each take up another rod and follow them.*)

FRETTA (*going to a window, and looking out*)—The castle is all lighted up tonight, Ma.

MOTHER (*goes to window*)—Baron Foozlebaum must be having a feast.

(*There is a scream off stage, and Berta rushes in.*)

BERTA—Ma, Lisby fell in the river again. (*She rushes to get the rope from the wall, and runs out again.*)

MOTHER (*clasping her head in her hands*)—Oh, dear! oh, dear! The second time this week! How I wish we could live in a little house on land! (*Rushes out, followed by Fretta.*)

(*There is a scrambling noise from the doorway and Tramp enters. He goes to stove; takes a spoon, tastes the stew, smacks lips. He then goes to worktable and dumps apples, raisins, and spices into the stew. Next he dances about the deck, bows, exits.*)

(*Family, all but Berta, comes in talking excitedly. Lisby shakes water from her hands and hair.*)

MOTHER—Fretta, see that Lisby puts on some dry clothes.

(*Fretta and Lisby exit.*)

HEGRED (*stacking fishing rods in the corner*)—Well, she *would* go along, and she *wouldn't* mind. (*Hangs rope on wall.*)

MOTHER (*goes to stove and stirs the stew*)—Why—what *ever* has happened here? (*Turns around and looks severe.*) *Who* put—apples—in this stew? And raisins! And spices!

FRETTA (*comes in left, followed by Lisby in clothes much too large for her*)—Why—none of us could have done it. The others were all with Lisby before you and I left here, Ma.

MOTHER (*shakes her head*)—*What* could have happened to my fine stew? (*She sits down limply.*) *Now,* what shall I give you to eat?

BERLE—I'm hungry. (*Goes to peer at stew.*) I like apples—and raisins—and spices—and I like meat. I wonder what they taste like all together.

BERTA (*runs in with a damp printed circular*)—See, what I fished out of the river. It's about a prize.

FRETTA (*takes circular and reads*)—"A handsome *prize* will be given to the cook who bakes and delivers the most wonderful *pie* to *Baron Foozlebaum* at the castle. It must be something entirely new. The prize will be—a *white house* in the village, a *cow, two pigs, twelve hens,* a *goat*, and *twenty-five shillings!*"

BERTA—How wonderful!

HEGRED—You should try for that, Ma. Your pies are always so good.

BERLE—I wish I had a piece of your pie right now, Ma; I'm so hungry. (*Bends over stew pot.*) This smells wonderful. I guess I'll taste it. (*She tastes stew, looks surprised, gets bowl and ladles some into it, and starts to eat in earnest while others stare.*)

FRETTA (*who has been rereading the circular*)—Ma! This says tomorrow is the last day for the pie contest. Why don't you try?

MOTHER (*shaking her head*)—Ah, but I know how particular the Baron is. Don't forget that I was one of the cooks at the castle before I married your father. (*Goes to stove, takes up spoon, and stirs stew slowly; tastes it.*)

(Continued on page 108)

School Squares

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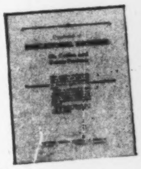

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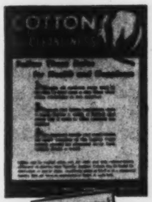

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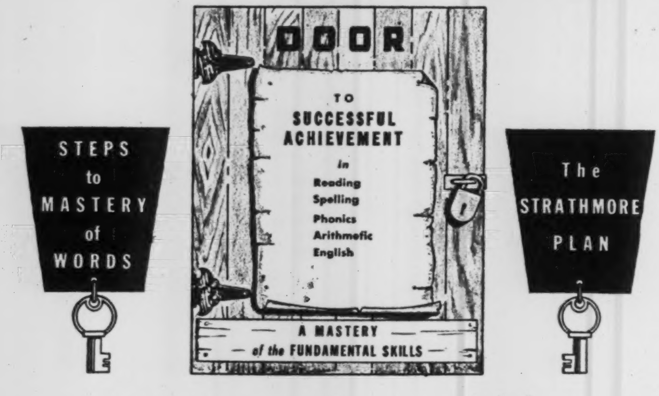
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The Wilbert Weasel Way

(Continued from page 43)

"Hurry, Mr. Weasel," Mrs. Rabbit urged. "I have to visit my daughter. She has a new baby boy bunny."

"Yes," said Mr. Pribly Pig, the Mayor. "I'm depending on you to take me to the conference with the Spinachville Water Commissioner. Turnip City's water depends on that conference. And you have the only bus that goes to Spinachville."

"Please hurry," begged Winifred Woodchuck. "I have some important papers that I have to deliver in Spinachville right away."

Wilbert Weasel suddenly felt very happy. He realized that his rickety old bus was just as helpful as the Blue Bird Buses that went all the way to California. His bus was the only one to Spinachville. But still, he wished for one more thing.

He ran to the paint store down the block while his passengers waited anxiously for him. He came back with a brush and a bucket of paint. Across the back of his rickety old bus, he painted the words: GO THE ONLY WAY–THE WILBERT WEASEL WAY–TO SPINACHVILLE.

Ever since then, Wilbert Weasel has happily driven the bus between Turnip City and Spinachville.

Turtles in the Kindergarten

(Continued from page 48)

recommended. A calendar was used to record days of feeding. On Mondays, Wednesdays, and Fridays when the turtle was fed his regular diet, the date was marked with a green star. The weekly dosage of cod-liver oil was given on Fridays and this day was circled in red.

The children took particular delight in administering the cod-liver oil which was recommended in the magazine article. The turtle was forced to open its mouth by all sorts of ruses including tapping its mouth with a pencil eraser, stroking its mouth with a finger, or gently dropping some of the oil on its mouth with a medicine dropper. The latter way proved to be most effective.

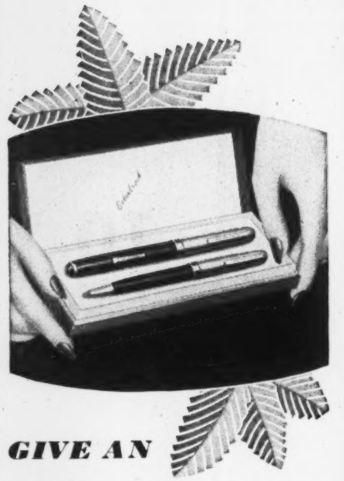
Luckily, the turtle began to improve and be more active. This was noted by the afternoon class which had purchased the turtle. The morning class which participated in the observation activities noted that the turtle was still rather sluggish. I felt that this difference could be traced to temperature conditions. When I presented this idea to the class, they became rather confused so we decided to find out more about temperature. They learned to read a picture thermometer.

Weather conditions and heating of homes became objects of study as a result of the work with the thermometer. When they discovered that the building was not as warm at night as during the day, they decided that perhaps the turtle didn't move about very much in the morning because he was cold.

During the week that this discussion was going on, we had a very cold day and several children had come in with stiff hands. We discussed the matter and concluded that when our hands are very cold, we can't move them very well. Therefore, when the turtle is cold, he can't move about as well as he can at a warmer temperature.

To investigate this idea further, we placed the turtle on a cold window sill in the afternoon when he usually was more active. Each time he came out of the water and curled up inside

(Continued on page 109)



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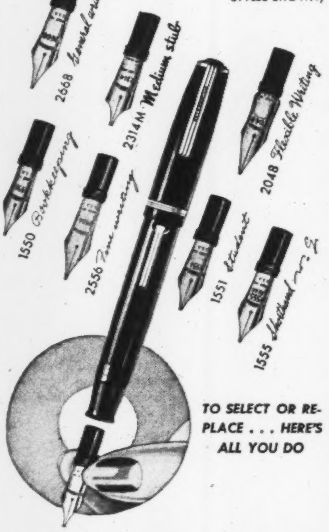

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LIFE

Blessing Day

(Continued from page 78)

ELISHA—If we were singing God's praises on the way to Meeting we would have no time for such idle thoughts, little daughter.

(*Mistress Doubter advances toward the Goodmans.*)

ELISHA, FAITH, HOPE—Good morning, Mistress Doubter.

MISTRESS DOUBTER (*mockingly*)—"Good morning," did you say? I wonder what you see *good* in it. It's bitter cold, it is, and only November. By January we will be frozen to death.

FAITH—Mistress Doubter, what is wrong you should speak so?

ELISHA—Have you no faith in God?

MISTRESS DOUBTER—God? (*Incredulously.*) In this God-forsaken land? We were wrong to come here. God would have nothing to do with such a country as this.

ELISHA—God is always with us.

MISTRESS DOUBTER—Tell me, Elisha Goodman, are you foolish enough to think He is with us here? *Here*, where savages lie in wait to prey on us night and day, and this white snow makes us in our dark clothes perfect targets for their arrows?

FAITH—Mistress Doubter, you must not say such things. (*Turns to the little girl.*) Hope, you may run ahead.

(*Hope obediently leaves, skips on ahead but comes back and hides behind an evergreen tree to listen.*)

MISTRESS DOUBTER—I believe in God as much as you do, Faith Goodman, but we were wrong to come here. Even this grain the Indians call corn won't do well unless you drop a dead fish in the ground with the seed. I wish I were back home in England.

ELISHA—God *is* here. The Good Book says so. That you cannot doubt.

MISTRESS DOUBTER—The Good Book does not say a word about this country. America isn't mentioned in it from Genesis to Revelation. You can't make me believe it is.

ELISHA (*very patiently*)—My good woman, it says in the Bible, "For lo, I am with you always, even unto the ends of the earth."

MISTRESS DOUBTER—*Where* does it say that?

ELISHA (*faltering a little, waving hands*)—Well-er-ah, it is hard for me to remember chapter and verse, but *it is there.*

(*Music changes to hymn "Count Your Many Blessings."*)

FAITH—We can be thankful God *is* here with us.

ELISHA—And he's done a lot for us. This year we have shelter and food.

HOPE (*coming out from behind the tree*)—I'm thankful for my dolly.

ELISHA (*to Faith*)—The child is right. Our little ones should be thankful even for such little blessings.

HOPE (*tugging at her father's coat sleeve*)—I've got an idea. It would be a fine thing for us to have a blessing day.

ELISHA—A blessing day—a day to be thankful for what we have received. It is a fine thought. Don't you agree, Mistress Doubter?

MISTRESS DOUBTER—Why, perhaps so. There must be others such as I who get discouraged. We need to count our blessings publicly.

FAITH—And we might make it a real occasion, with a big dinner. Say wild turkey, roasted of course. Some of those tart red bog berries, and—

HOPE—Maybe we could invite the Indians.

MISTRESS DOUBTER—The savages will welcome a feast, no doubt. Perhaps 'twill soften their hearts. 'Tis said the way to any man's heart is through his stomach.

(Continued on page 105)

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Thanksgiving Poultry

(Continued from page 49)

"What's the matter with him?" inquired Jane. "Can't he hold his head up?"

"No," the foreman answered. "Goslings are never very active when first hatched, and they stay helpless for quite a while."

"Do you have any turkeys for sale?" Jerry asked the foreman.

"Yes," he replied, leading the way up narrow stairs to a room that was very warm. On one side of the room there was a pen made of bales of straw. Inside this pen were hundreds of chicks, ducklings, and turkey poults.

Jane and Jerry watched while the foreman began counting chicks into a box for Mother.

Jerry said, "Look, the little turkeys are much bigger than the chicks and ducklings. They can fly right up on top of the water fountains."

Just then a yellow duckling came waddling up to the straw fence. His small black eyes were bright and beady and with his pale gold bill be nibbled at the straw. Jerry reached down and picked him up. He crawled inside Jerry's sweater and made a soft peeping sound.

"I want one too," said Jane, reaching down to pick up another. Jane put her face against the duckling and it nibbled her cheek. It tickled and Jane giggled.

After Jerry held his duck for a while he said, "Father, turkeys are nice, but I would rather have this duck."

Jane said, "No, my duck is much cuter."

Father looked at both ducks. "As far as I can see, one duck is pretty much like the other. But one duck would not make much of a Thanksgiving dinner so we'll take both."

Jerry frowned. He had forgotten about their plans for Thanksgiving dinner.

On the way home, Jane and Jerry each held a small box with a duckling in it. The chicks were in a box on the floor of the car. The children decided on names for their new pets. Jerry said, "I'll call my duck Beadeye," and Jane said, "I'll call mine Blondie."

Blondie and Beadeye stayed in the brooder house with Mother's chicks and Jerry and Jane helped feed them.

Jerry and Jane wished the ducks wouldn't eat so much because if they grew plump and fat they would be just right for a Thanksgiving dinner. But it would be a dinner that Jane and Jerry could never eat. The children worried about this all summer.

The ducks grew sleek and plump. They lost their soft downy fuzz and grew snowy white feathers. Everywhere they went they walked bill to tail with Beadeye in the lead.

One day they found the water trough where the cows drank. Some of the water had spilled over and made a puddle. Blondie and Beadeye quacked excitedly and paddled right into the muddy water. They splashed and dribbled and tried to swim.

When Jerry and Jane came to feed the chickens and ducks that night they did not see Beadeye and Blondie anywhere.

"Maybe they're behind the barn," Jerry said.

Hurrying around there, Jane cried, "Look at those muddy ducks!"

Jerry said, "They need a bath."

When Father came out of the barn he said, "If there is a mud puddle anywhere, ducks will find it."

(Continued on page 109)

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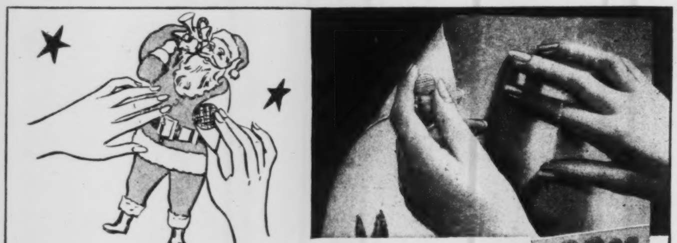

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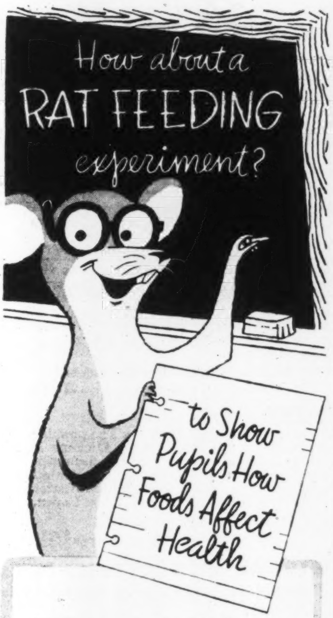

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The Content of the Social-Studies Program

(*Continued from page 70*)

to find specific information, (2) telling personal experiences, (3) giving reports, (4) dramatizing historical episodes, and writing letters to secure booklets and pamphlets. Music, art, handwork, and arithmetic offer further correlation opportunities.

At the close of the unit, the children and teacher should evaluate their learnings, and may organize a culminating activity, such as a program for the mothers, an exhibit for another class, a summary given by committees, a class scrapbook of original pictures, creative writing relating to the unit, or an assembly program for the school.

One form of evaluation to be made by the teacher will be to determine whether certain desirable abilities and skills have been acquired.

1. Have the children learned how to use books in locating information (table of contents, index, glossary, dictionary)?
2. Have they learned how to get the meaning of reading material? Can they find the main idea of a paragraph? Can they list supporting details?
3. Do they know how to take notes or outline social-studies material for a report?
4. Can they give satisfactory reports?
5. Can they read maps, graphs, and pictures?
6. Have they learned how to participate in committee work?

In the final analysis, the teacher will evaluate the learning experience in terms of its contribution to the child's personality and character development.

1. Has the unit broadened the child's interest in the world and its peoples?
2. Does he realize that differences in physical environment have caused man to make different types of responses to environment in fulfilling the essential needs of food, shelter, and clothing?
3. Did it increase his understanding of the truth that throughout the world men have more likenesses than differences? That likenesses rather than differences should be emphasized?
4. Does the child better appreciate an individual for what he *is*—regardless of race, color, creed, social or economic status?
5. Is the child learning that every race has made contributions to the world's progress and that we are indebted to all?
6. Has the child grown in his ability to think, seek information from several sources, listen thoughtfully to the opinions of others, and respect their opinions?
7. Has he made growth in the habit of gathering enough information before drawing a conclusion or passing judgment?
8. Is the child a more co-operative member of a group because of experiences during the unit?
9. Has he learned to abide by the will of the majority? And to be loyal and co-operative once a group decision has been made?
10. Has he developed ideals of citizenship and service through study of the great characters of all ages and nations?
11. Is he beginning to realize that the ultimate test of any individual is service to his fellow men?

Thus, we can measure our effectiveness, as teachers of the social studies, in terms of the changes which we bring about in each child—in knowledge, understanding, attitudes, habits, interests, and sense of responsibility as a member of a home, community, state, nation, and world.

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All's Well That Ends Well

(Continued from page 92)

was too hot to take them out again. After some careful thought, Charity took off the twins' thick jackets and heavy shoes. Then she put the little fellows in their trundle bed. Surely they would go to sleep quickly, for they were very tired.

Father had made the wooden shutters for the windows so that they fastened inside. "The cabin will be hot but the boys will be safe," she thought as she drew the shutters in place. "And when I leave I can bolt the door on the outside."

Taking some pieces of cornbread in her pocket, she picked up the little Indian, and started to walk in the direction of the Indian village. She had heard her mother say that it was some distance beyond the big pine on the south corner of the clearing. She walked and walked. Sometimes she let the little Indian walk because she was getting very tired.

At last, Charity heard a voice, and saw an Indian woman looking anxiously about. When the child heard the squaw, he gave a squeal of delight.

Charity smiled as she led him toward his mother. "He was lost," she explained, hoping the mother could understand. "I was bringing him home."

The squaw nodded. She saw the piece of cornbread the baby was carrying. "White papoose good," she said.

"*I'm* lost now," said Charity.

Just then, another squaw came by and said, "I'll take home." They started in the direction from which Charity had come. After what seemed like a long walk, Charity saw the clearing and the cabin.

"Thank you!" she said to the Indian woman. Then she smiled, knowing the woman would surely understand that.

Unbolting the door, she stepped inside the cabin. There were the twins asleep! Charity was so tired that she went to her own bed and was soon asleep.

Charity was awakened by the voices of the twins talking about the little fox. As she sat up, Tommy saw her and said, "We're hungry."

The sun was getting low in the west, Charity noticed. It wouldn't be too long before Mother and Father came home.

"Where's the little Indian?" asked William.

"I took him home," said Charity. "Come now, wash your faces, and I'll soon have supper ready."

They had hardly finished their meal when they heard footsteps—Mother's and Father's.

Mother took all three children in her arms at once and hugged them.

"Did anything happen?" Father inquired.

"Yes," the children chorused.

"Let Charity tell about it," said Father, placing a twin on each knee.

So, Charity told about the little fox, getting lost, and the Indian baby.

When she had finished, Father said, "Everything has turned out all right, thanks to our brave little daughter."

Charity blushed. Praise was seldom given to children of that day.

Mother was thinking of what might have happened, but she smiled and said, "Here's something you'll like, Charity," as she opened the package that had lain unnoticed on the floor. It was the red cloth, enough for a dress. Charity could hardly believe her eyes. She almost cried for joy.

As they prepared for bed that night, Charity heard her father say, to her mother, "Do not think about the dangers now. All's well that ends well."

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Responsibility —A Big Word

(Continued from page 86)

It was a losing battle, and Peter was weary, but he couldn't quit. Every ear of corn in the crib counted a lot.

Suddenly he straightened and stared down the road. What crazy kind of parade was coming? It bobbled and swayed right up to their own gate.

At the edge of the field, Dirk gave a great shout and halted the picker. "Pete, all the neighbors are coming to help us! Look! Seven, eight, nine cornpickers! More than two dozen tractors and wagons!"

The parade came up to them. Mr. Huibregtse rode the lead picker.

"Heard about your pa's bad luck," Mr. Huibregtse said kindly. "The boys here thought we'd better give you a hand; sky don't look too good." He gazed out over the harvested acres. "You two have really been humping!"

"Pete was, as good as a man," Dirk said.

"Yeh," Mr. Huibregtse nodded. He gave Peter a keen glance. "I guess there's enough of us to handle the unloading now. Why don't you knock off, Pete? You've done a man's job today."

Gratefully, Peter staggered toward the back steps while ten cornpickers slashed into the rows of corn with a mighty roar.

"A man's job." For six weary hours he'd been grown up, and he'd surely found the meaning of that long word he'd learned–RE-SPON-SI-BIL-I-TY. He'd missed the spelling match, and Dirk had missed his debate, all because they felt a responsibility toward their family. All these men had left their own work because they felt a responsibility toward their neighbors.

The old sedan rumbled into the driveway and Mom hopped out, her face tired but shining. "Dad's fine!" she called happily to Peter. "I stayed until he was over the shock and resting easy. Oh, Petey, the neighbors came, didn't they? Bless them, they'll want coffee and food. I'll go fix it."

She bustled off, and Peter's protest at the baby name was left unspoken. Suddenly he didn't mind.

Cautiously, he stretched his aching back and flexed his arms. Why not head for the parlor couch? But his eyes went from Dirk still in the field to his mother hurrying to the kitchen. And he sighed. It was plain that once you learned about *responsibility* you couldn't shake it loose again.

"Mom," Peter called, trailing her into the kitchen, "can I help?"

Blessing Day

(Continued from page 101)

ELISHA (*laughing*)–Here! Here! You sound as though this blessing day were already a reality. First I must speak to Elder Brewster about it. Now let us be on our way or we will be late for Meeting.

(*All move ahead except Hope.*)

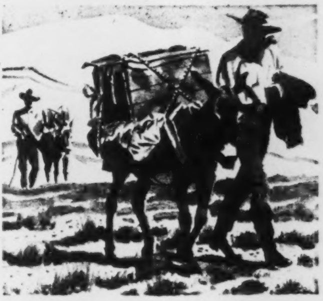
ELISHA–Come, daughter. I'll tell Elder Brewster it was your thought.

HOPE–Oh, thank you, Father! I hope Elder Brewster will say we can have a Blessing Day with roast turkey, 'n' everything! (*Turns and waves to the audience as she exits.*)

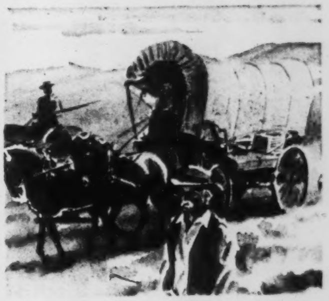
NARRATOR–Don't you agree that the seeds of thought which led to the first Thanksgiving celebration in America might have been planted in the hearts of the Pilgrims in such a way as we have just shown–on a cold November Sunday while a group of Pilgrims walked along to meeting?

EDITORIAL NOTE: The puppets photographed on page 78 were made by the author's mother, Mrs. Viola Brill Logan.

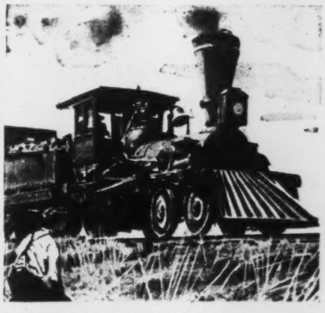
One cost that has gone down through the years!



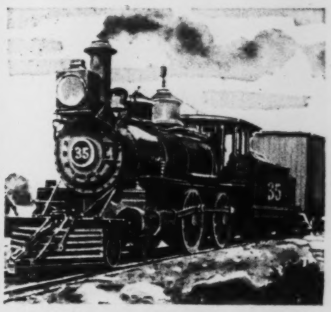
In the early days of our country, roads were few and markets limited. Along narrow trails the pioneer carried his goods packed on mule or horse. Loads averaged about 200 pounds; the normal day's journey was 25 miles. The average cost of moving a ton of freight one mile was about $1.00.



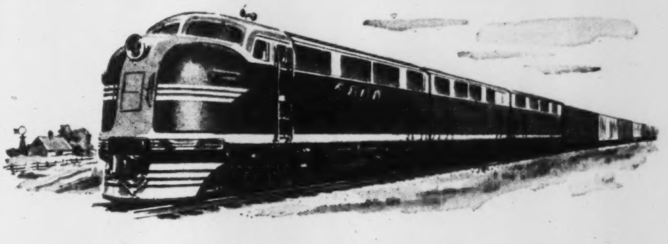
The covered wagon played an important role in America's history as settlers ventured in search of homestead, trade or gold. The prairie schooner held about 3,000 pounds; 25 miles was a good day's trip. The average cost of moving a ton of freight one mile was approximately 20 cents.



In the 1830's America's railroads had their beginnings. The early locomotive was a primitive affair. It could pull about 90 tons of freight, and 15 miles per hour was good travelling time. The average charge for moving a ton of freight one mile was approximately 7 cents.



A generation later, improved locomotives which burned coal instead of wood were running on tracks of steel instead of iron, thus making it possible to move heavier trains faster. The average charge per ton per mile had come down to approximately 3 cents.



Today's locomotives — Diesel, steam and electric — are a far cry from earlier railroad engines. With modern track and terminals, shops and signals, and countless other improved facilities, the modern locomotive makes possible — *an average charge, for moving a ton of freight one mile, of less than 1½ cents!*

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Creative Dramatics

(Continued from page 83)

d[illegible] to give one like it, they could use their own words without being influenced by the author's form of expression. You'll find a little of each technique in the following paragraphs.

An excellent account of an experience in creative dramatics came from Lillian Hughes, a fifth-grade teacher in Caldwell, New Jersey. Her pupils dramatized, with the aid of home-made puppets, the story of Kon-Tiki. Mrs. Hughes sent the text of the play, but I'll just summarize the scenes.

After a narrator had oriented the audience in regard to the story, the puppets enacted the first scene during which visitors inspect the raft and comment disparagingly on the idea. The next scene takes place just after the Kon-Tiki begins its trip. Various exciting moments, such as the episode with a shark, are touched upon. Another scene is of a village on a South Sea island where the voyagers are welcomed. The narrator brings the play to conclusion.

Zoe M. Lamb, China Lake, California, suggests:

"Dramatics should not be made the 'cart-horse' of other subjects, the means by which uninteresting material is made more palatable and facts are memorized painlessly. If children suspect that dramatization is used for this purpose, they lose interest in it and the subject falls into disrepute. Drama should bring happiness and relaxation. If it is used as a tool rather than an art, it fails in its highest purpose and its real value is lost."

Nancy J. Focht, Lemoore, California, wrote:

"There seems to be a common belief on the part of the parents that star parts should be passed around. This is not practiced in sports; it is desirable to let every child in for a period, but a good player is not sacrificed for the sake of poor ones. Each child must recognize and accept his capacity and work for the team. So it is with plays. A child should be given a longer and more important part only as his ability increases."

Keep writing! If you have questions I'll try to answer them by mail but give me plenty of time!

The Boy Who Lost His Name

(Continued from page 85)

The weary travelers sighed with relief at the thin spiral of smoke curling up from the chimney. White Cloud had saved their lives.

Now the boy must face his kinfolk—if they were his kinfolk. Would they want him? That was the question.

"Who is it?" asked a gentle voice from the dark interior. The head of a big raw-boned woman appeared.

"I do declare! It's Johnny! Where-ever did you come from? We thought you dead!" The woman gathered the boy into her arms and hid her brimming eyes in his buckskin tunic.

For a moment, the boy's thoughts were in a whirl. In a rush of memories, the woman's face was suddenly familiar. "Aunt Kate!" he cried.

He was home at last! When he turned to thank Cleng Peerson for letting him come along, the little man was gone. Aunt Kate tilted her head in the direction he had taken—back toward Fort Snelling!

"There will be another star in Cleng Peerson's crown this night," she said tenderly, looking after the small figure.

John agreed with her. He was thinking, too, of his other new friend, Chief White Cloud—an Indian.

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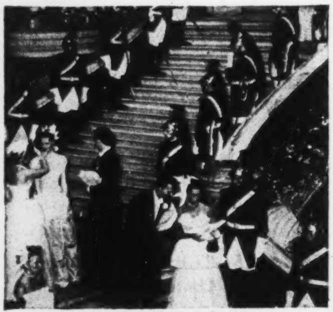

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School ....

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By ....

Marching Books

(Continued from page 89)

people whom we may entertain or teach. You have read us, and absorbed what we have to offer. Please pass us on.

(All the Books march around his chair three more times and walk back to their places on the bookshelf. Then Mr. Jefferson awakes and looks around the room. He stands up and goes over to the door.)

JEFFERSON *(calls)*—Sam. Come in here. I want to see you about some books.

NARRATOR—Thomas Jefferson wasn't at all sure whether his granddaughter Martha would approve of what he was going to do or not, but he and his servant packed the books in boxes and put them on the porch. When this was done, both Mr. Jefferson and Sam went to bed.

Scene 2

(Jefferson is seated at a desk.)

NARRATOR—In the morning Martha was awakened by the sound of horses trotting up the hill along the driveway and pulling ten wagons with "Moving Van" written on the side of each wagon. She dressed in a hurry and rushed down the stairs.

MARTHA—Grandfather! What is happening outside? Are we moving away because we lost Monticello?

JEFFERSON—No, my dear. We are not moving and we are not losing our home, thanks to my books.

MARTHA *(coming over to him)*—What do you mean?

JEFFERSON—Well, I must admit it, Martha; I am selling my books to save our home. The Library of Congress in Washington, D.C., has bought them to replace those burned by the invading British soldiers last August.

MARTHA—You can't, Grandfather! You love your books; I can't let you sell them.

JEFFERSON—Martha, my dear, look at it this way. I have read them all. I know what is in them. Nobody can take away the knowledge that is here in my brain nor the pleasure I have received which I have here in my heart. Besides, I can start another collection.

MARTHA—That's right! I will help you find more books. You may have my schoolbooks and my storybooks. *(Goes over to the violin and carries it carefully back to her grandfather, now standing near a window. She gives him the violin.)* Here, Grandfather. Play a cheerful march tune to send the marching books on their way to Washington and the Library of Congress. Those wonderful books are not only saving Monticello for you and me, but they are going to help others to be wiser citizens of the United States.

JEFFERSON *(holding his violin)*—Yes, Martha, I was fond of my library but I am more fond of my home. Perhaps some day visitors will make pilgrimages to Monticello to learn how the people lived in this nineteenth century.

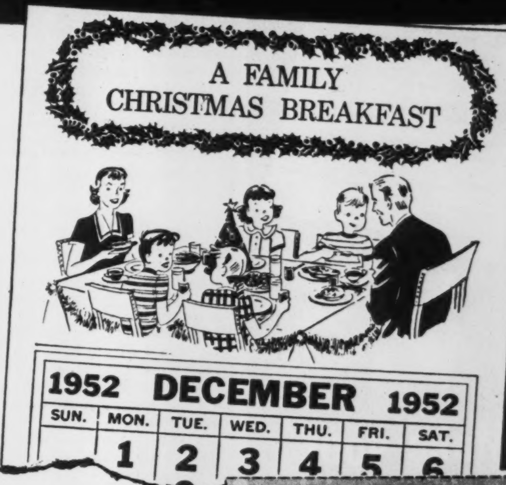
MARTHA—The moving vans are beginning to roll. Off they go! Play, Grandfather.

(Jefferson plays, while Martha keeps time with her hands.)

NARRATOR—Thomas Jefferson played the march of victory on his violin, while Martha clapped her hands to keep time with the music. The books he sold still form a part of the present-day Library of Congress. When you go to Washington someday, ask to see these books. And if you get near Charlottesville, Virginia, don't forget to visit Monticello, the home that was saved by marching books.

Holiday Activity for December

SUGGESTED ON THE CLASSROOM BREAKFAST CALENDAR



This full-color classroom calendar, size 12"x18", has been prepared to aid in establishing better breakfast habits in the home. Some of the monthly illustrations and activity suggestions are planned to encourage parent cooperation.

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A Family Christmas Breakfast

FOR GRADES 4 • 5 • 6

is an excellent way to extend the classroom teaching of breakfast into the home. Here are the activities suggested on the December calendar:

- Talk about the food needs of the various family members.
- Let the children plan a breakfast menu which will be adequate for their family.
- Suggest they prepare the Christmas Breakfast as a family party.

Reader's Digest says . . .

"Believing that much of their trouble with inattentive and fractious pupils can be traced to inadequate breakfasts, educators in increasing numbers are teaching youngsters the importance of proper breakfasting."

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Mystery Pie

(Continued from page 98)

Let me see that circular again, please. (*Rereads it; has an inspiration. She turns to the children.*) Now, I want you all to go out to play, and leave me alone. I want to think.

FRETTA (*quietly*)—We'll all take a walk along the river until Ma calls us. (*Ushers others off.*)

(*Mother starts to work.*)

Scene 2—Several days later

(*Mother is at stove, Lisby, Hegred, and the twins are eating.*)

FRETTA (*comes in with Herald, who bows*)—Ma, this man was asking for you in the village.

HERALD—I have a message from Baron Foozlebaum. He wishes me to inform you that your pie won the prize, in his contest. The Baron said he had never tasted anything as good. He would like to have you furnish his cook with your recipe.

MOTHER—Recipe? Goodness! Why, it's just minced meat and—and—a few other things.

BERLE—"Minced meat?" Ma! You made a pie of the ruined stew!

BERTA—And you never told us.

LISBY (*jumping up and down*)—And it won the prize. It won! It won!

(*The children all talk at once.*)

MOTHER (*to Herald*)—We thank you and Baron Foozlebaum, a great deal.

(*Herald bows himself out right.*)

CHILDREN (*dance about, singing*)—Mincemeat pie—mincemeat pie! We won a house with mincemeat pie.

(*There is a scrambling noise from doorway at right and Tramp enters.*)

MOTHER (*advances with big spoon in hand*)—You again!

TRAMP (*sniffs the air expectantly and says apologetically*)—Mum, I've come to tell you I'm sorry I spoiled your meal the other night, when I mixed it all together.

MOTHER—So—it was *you* who did all that damage to our stew!

HEGRED—But, Ma, don't you see? He really helped us. If he hadn't dumped the apples in the stew, you wouldn't have won the prize!

MOTHER—So it was. But— I had to add some ideas of my own.

FRETTA—I think we should thank him for what he did!

MOTHER—Yes, I'm sure we should. Anyway—we should *always* be forgiving. I tell you what I'll do. As soon as we move into our white cottage in the village I'll make a fine stew *and* a mincemeat pie. (*To Tramp.*) And you are invited to help us eat them.

TRAMP—Hooray!

(*All dance in a circle, shouting, "Hooray for mincemeat pie!"*)

A Sure Cure

(Continued from page 87)

Time to Laugh, and the chapter in *Homer Price* about the Doughnut Machine. Shake well." (*Looks up.*) I feel better already. (*Exits.*)

ASSISTANT—Well, "Doctor" Fleming, you certainly had an interesting lot of "patients" today. If they follow your advice I'm sure they will all be cured in a short time.

LIBRARIAN—Thank you. I did have fun "prescribing" for those children because I know books are a sure cure for lots of things.

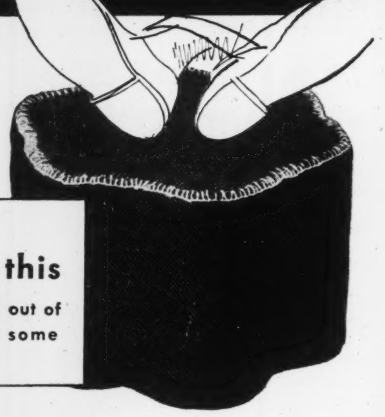
ASSISTANT—Well, it is time to go home. I'm going to get in my easy chair and have myself a nice restful evening with a good book.

LIBRARIAN (*rising*)—That sounds fine, almost like one of my own prescriptions. I think I'll do the same thing.

(*Each selects a book and exits with it under her arm.*)

FUN with MANY TEACHING AIMS and CORRELATIONS

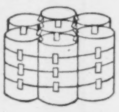
Suggestions we hope you find interesting and useful



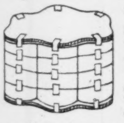
Easy to make this Footstool out of 7 tin cans and some old material

You might care to utilize time of year and your students' gift-making interests in your teaching program, with this attractive footstool.

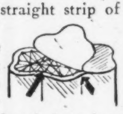
Your materials are: 7 empty fruit or juice cans (7" tall). Sticky tape. 6 yards of strong string. 2 pieces of cardboard each 14" square. Same amount of padding. Some old, durable fabric (2 pieces each 16" square; 1 piece 10" x 43"). Sewing thread. Bright yarn or soft string and big-eyed needle.



Simple directions: 1 *To make the frame*—Remove one end of all cans in order to have smooth edges. Wash. Using one can for center, group other six around it. This gives shape. *Keep all open ends at bottom; solid ends are the top.* Tape all cans together and bind securely around and around with strong string near top, bottom, middle. Then tape string to cans. Your frame is now built.



2 *To pad top and bottom of frame*—Set frame on cardboard; trace pattern. Cut out. Use this to get shape of duplicate cardboard and two paddings. (Also for top and bottom of fabric for cover, allowing extra 1" for seams.) Tape one padding to each cardboard. Tape to top and bottom of frame, padding side up. You are now ready for the covering.



3 *To make covering*—You already have top and bottom pieces of fabric cut to shape. Now for side piece: cut straight strip of fabric 10" x 43" (this is 2" longer than circumference and 3" wider than height of frame). Sew this to top piece, right sides together (allow 1" seam). Snip back at indentations to make top and bottom lie flat. Turn covering right side out and slip over frame. Slip stitch side seam. Sew edge of side piece at bottom of frame with stitches criss-crossing from side to side like spokes of a wheel. At indentations, pull tightly in order to hold shape of frame. Turn in edge of bottom fabric and slip stitch to covering. Ornament top edge with blanket stitch in bright yarn or soft string. And here's the footstool.

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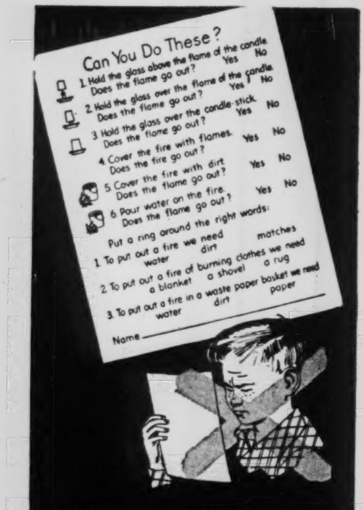
Can You Do These?
1. Hold the glass above the flame of the candle. Does the flame go out? Yes No
2. Hold the glass over the flame of the candle. Does the flame go out? Yes No
3. Hold the glass over the candle-stick. Does the flame go out? Yes No
4. Cover the fire with flames. Does the fire go out? Yes No
5. Cover the fire with dirt. Does the flame go out? Yes No
6. Pour water on the fire. Does the flame go out? Yes No
Put a ring around the right words:
1. To put out a fire we need water dirt matches
2. To put out a fire of burning clothes we need a blanket a shovel a rug
3. To put out a fire in a waste paper basket we need water dirt paper
Name

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For instance, you can now use the A. B. Dick Stencil Pencil and Handwriting Stencil Sheet to prepare your teaching aids any time, any place, in a matter of minutes. Mimeograph as many sight-saving copies as you wish, then file the stencil for re-run if desired.

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GOLDEN BOOK of PROGRAMS

For any school occasion, 128 pages of Plays, Recitations, Songs, Choral Readings, and Rhythms carefully prepared, arranged, and classified for elementary schools. A constant supply of program material. $2.00, postage paid.

F. A. OWEN PUBLISHING CO.
Dansville, N. Y.

N&N
COMPLETE CATALOG
1952
NOBLE AND NOBLE Publishers Inc

JUST OUT
SEND FOR FREE CATALOG

Describes over 200 Textbooks in all subjects for Elementary, Junior and Senior High Schools including the New 1952 Editions. 32 Pages of Helpful Information for Supts., Principals and Teachers. Write Dept. 8.

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BY THE GROSS

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Your Choice of Imprint
Greetings from (your own name). Greetings from Your Teacher or Your School name or class.

Full box 1 gross (144) imprinted pencils in assorted colors to give pupils: Christmas red, Kelly green, chartreuse, Skipper blue, with matching erasers. You may have your choice of any one imprint shown above. Order several gross today. No C.O.D.'s. Send money order or check.

FREE TO TEACHERS. First 300 customers receive simulated leather book cover with your own name stamped in gold.

MARY LOUISE
Dept. I, 15 East Washington St., Chicago 2, Ill.

Material for
TEACHING ALASKA UNIT

Stimulate interest in Alaska from beginning to end of your unit. Children will experience the thrill of receiving Picture Postcards from 15 various addresses in Alaska.

Picture Postcards Sent Direct to Your School

These picture Postcard sets to be mailed from these various Alaska points: NOME (Eskimo Carvers of Ivory), **NENANA** (River Boats), **McKINLEY PARK** (Mt. McKinley), **KOTZEBUE** (Seals), **CIRCLE near the Arctic Circle** (Midnight Sun), **FT. YUKON** (Cabin and Cache), **KODIAK** (Kodiak Brown Bear) **FAIRBANKS** (Mining and Dog Derby), **TANANA** (Fish Wheel), **MOOSE PASS** (Moose), **ANCHORAGE** (City View), **CORDOVA** (Salmon), **UNALAKLUT** (Whale), **MATANUSKA** (Farms).

Stamped cards will be mailed from the points mentioned and the views can be varied if several in the class order.

15 Card Set—$1.75 Reg. Mail
(Takes 2 to 3 weeks—perhaps longer)
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(Fastest Delivery—matter of days)
ARCTIC REMAIL AGENCY
Box 254, College, Alaska

Christmas Art Packets **10¢**

Be Prepared for Christmas

Each packet is complete, printed in actual size, colored paper and ready to use. All material has been used in our regular TEACHER-PLANS service prior to last year.

LARGE POSTERS

- Christ Child
- Madonna
- "In the Manger"
- 3 Wise Men
- Night Before Christmas
- Christmas Morning
- An Early American Christmas

Also, — Christmas Packet — Christmas Cards —
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— Christmas Activity. Any of above only 10c each.

OTHER CHRISTMAS PACKETS

— Christmas Panel 20c — Shepherds 20c
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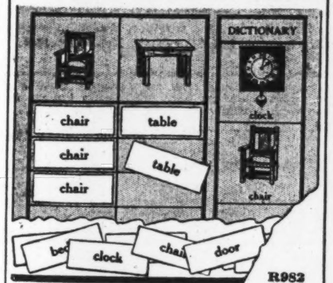
Self Teaching
Vocabulary
SEAT WORK

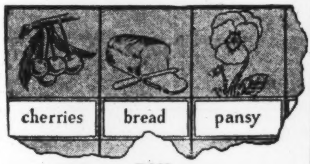


R982

VOCABULARY SEAT WORK FOR SLOW PUPILS

In this piece of seat work, the pupil is given only five words at a time for word-and-picture matching, and he must match each one not once but ten times. Thirty words are included. **Easy Vocabulary.** Six different lay-sheets, including dictionaries, and word-cards for cutting up.

60c per set
(3 sets for $1.48 plus 12c postage)



R960

VOCABULARY SEATWORK

Through using it in seat work periods the child teaches himself an extensive reading vocabulary. On each lay-sheet are twenty-five pictures, with a space below each in which the pupil is to lay the corresponding printed word. He is enabled to do this without help from the teacher by a dictionary card which illustrates the twenty-five words. There is a total vocabulary of 300 words, most of which are in the Gates list, 200 nouns and 100 verbs.

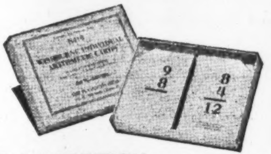
Each is a six-pupil set, six lay sheets, printed word-cards, six dictionaries, and six envelope containers.

Each set contains six different units, each of 25 words, or 150 words in all.

60c per set
(3 sets for $1.48 plus 12c postage)
ABOVE VOCABULARY UNITS ARE ON GRADE 1-C, 1-B LEVEL

FREE WITH EVERY ORDER OF $3.00 OR MORE A COPY OF **"HOW TO CONDUCT INDIVIDUAL SEAT WORK"**

WASHBURNE
SELF-TEACHING — SELF-CORRECTING
Arithmetic Cards



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For learning addition combinations. Consists of 100 cards, each giving one of the basic combinations on one side, combination with answer on reverse. In box. **N416**

Also: N417 SUBTRACTION
N418 MULTIPLICATION
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55c Per Box, 45c in Dozen Lots

OUR NEW CATALOG contains hundreds of other reading and arithmetic devices for elementary grades.

ORDER TODAY

(Check or money order must accompany order.) Minimum order accepted—3 sets

PLYMOUTH PRESS
EDUCATIONAL PUBLISHERS
2921 West 63rd St. Chicago 29, Ill.

Thanksgiving Poultry

(Continued from page 102)

Jane set Blondie and Beadeye in a tub of clean water. They swam and dived and were soon sleek and white again. Then they jumped out of the tub and waddled after Jane and Jerry, anxious to be fed.

That evening Father said, "You children should build a pond for your ducks."

"Could we, Father?" Jerry asked. "I'll dig a hole."

"I'll help you line it with cement," Father said.

Next morning Jerry dug a shallow hole near the chicken house, and Jane wheeled the dirt away in the wheelbarrow. Father helped Jerry mix sand, cement, and water to line the pond. Then he showed Jerry how to smooth the cement with a trowel. When the cement was dry, Jane and Jerry filled the pond with water. Blondie and Beadeye were quick to discover their private pool and they splashed and paddled there all summer.

By fall, the two ducks were full grown and plump. Jane almost cried when anyone said anything about Thanksgiving, and Jerry always quickly talked of something else.

Early in November Jane asked her mother, "Will we be having Thanksgiving dinner at home this year?"

"Oh, I think so," answered her mother.

"Let's eat out for a change," said Jane.

But Father spoke up quickly, "I like your mother's cooking too well to go anywhere else for Thanksgiving dinner."

Then Jerry had a wonderful idea. "I know, Mother! Can't we invite all the relatives? Last year we just had Aunt Celia and Uncle Ned."

"We really should have a family reunion, and Thanksgiving would be a fine time," Mother agreed.

On the way to school the next day Jerry said, "Now, we don't have to worry about the ducks anymore. Two ducks would never be enough to feed all the relatives!"

Sure enough! Mother bought a large turkey and cooked a ham besides.

One night Father ruffled Jerry's hair and said, "What kind of farmer are you? You were going to raise the Thanksgiving turkey and instead you raise a duck named Beadeye."

"I know, Father, but next year I will raise a turkey for Thanksgiving."

"Not one turkey, Jerry. A farmer should never raise one of anything if he plans to eat it," said Father. "One animal always becomes a pet. None of us could eat Blondie or Beadeye."

Jerry looked up in surprise. "Why, Father, you never intended to eat our ducks for Thanksgiving dinner?"

"No, son," he said smiling, "I knew that day at the hatchery that we'd be buying our Thanksgiving bird."

Turtles in the Kindergarten

(Continued from page 100)

his shell. This was the same way he reacted every morning.

As the unit progressed, the children began to know a great deal about their own turtle but little about the species. Fortunately, I was able to borrow a land turtle from one of my friends in order to compare the two types of turtles in class. This comparison, coupled with pictures of different types of turtles, seemed to make the children more conscious that many kinds of turtles do exist. By this time, interest in the unit was on the wane and we concluded with the fanciful story *Timothy Turtle,* by Al Graham (Viking Press).

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **PROCTER & GAMBLE, Educational Dept. X.** I am interested in the Ivory Inspection Patrol, as described in your advertisement—colored 20" by 26" Wall Chart and Individual Inspection Patrol Sheets. Kindly send me sufficient material for .... students.

92

Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 1 - 2 - 3.

9

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 4 - 5 - 6.

9

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **FRANK H. FLEER CORPORATION.** Please send information on your American Pictorial History offer. (See ad on Page 85.)

273

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FREE **B. F. GOODRICH COMPANY, Public Relations Dept.** Please send me: .... copies of "WONDER BOOK OF RUBBER," with TEACHERS' MANUAL; .... copies of "JOHNSON MAKES THE TEAM," also with TEACHERS' MANUAL.

258

Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **EYE GATE HOUSE, INC.** Please send me your colorful brochure which describes the Eye Gate Filmstrip Club Plan, and the fully illustrated 1952-1953 edition of the Eye Gate Filmstrip Catalog.

291

Name .... Position ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **AMERICAN CAN CO.** Please send me a copy of the series of advertisements entitled "The Story of Food." (Available only to teachers.)

58

Name .... School & Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **THE STRATHMORE COMPANY.** Please send me your 4-color Catalog on Educational Toys and Magic Slates for school use. (See ad on Page 31.)

282

Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **MUSEUM EXTENSION SERVICE.** Please send me descriptive literature on the new color filmstrip club. Also send Study Guide which contains printed reproductions of each frame in the first release.

316

Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

Playtime in November

Bernice Walz

PLYMOUTH ROCK

Find a good-sized rock and print "1620" on it with a black crayon. Let all players leave the room except one who hides the rock so that just a part of it shows. The first child to find the rock hides it for the next game.

CORN PICTURES

Give each player a handful of corn, a piece of construction paper, and some paste. The children then arrange the kernels to form pictures or designs. The best picture wins.

CATCH THE TURKEYS

While one child chosen to be the Hunter leaves the room, choose three children to be Turkeys. At a given signal, the Hunter returns. All the players put their heads down on their desks and carefully hide their faces in their arms. The Hunter then cries, "Gobble, gobble" and the three chosen Turkeys must answer, "Gobble, gobble." The Hunter tries to guess which children are the Turkeys. If he can do so in three guesses, he can be it again. If he misses one he must choose someone else to be the Hunter for the next game.

THANKSGIVING REMINDERS

The first child names any suitable word that pertains to Thanksgiving such as *corn*. The next child mentions something beginning with the last letter of *corn—nuts*. The next child must give a word beginning with *s—Squanto*. The game continues with the naming of Thanksgiving words, using the last letter of each as the key for the next word. If a child fails to think of a word, he is out. Those left after a given time are the winners.

INDIAN PUZZLE

Give each child a picture of an Indian to color. When they are all colored, have each child cut his Indian into seven odd-shaped pieces and put them in an envelope with his name on it. All children then exchange envelopes. Within a given time see who can fit the pieces together to make the Indian. The first one to succeed is the winner.

Club Exchange

THIS free service is open to elementary-school teachers and pupils. Reply to any of the notices given here by mailing your answers directly to the teacher whose address is given; or send us a notice of your own, mentioning some point of interest in your locality. All letters received during the six weeks following publication of your notice should be answered. Items should give complete addresses, and be signed by the teachers themselves. Send them early, addressed to: Club Exchange, THE INSTRUCTOR, *Dansville, N.Y. We are unable to supply names of individual pen pals.*

Alabama.—My third- and fourth-grade pupils and I should like to exchange letters, post cards, and pictures with children and teachers of the same grades in the United States. We live in "the cradle of the Confederacy." Address: Miss Annie B. Barnett, P.O. Box 1102, Williams School, Montgomery, Alabama.

Florida.—My third, fourth, and fifth grades wish to exchange letters with pupils of the same grades in the United States, Canada, Cuba, and Mexico. We live near the caves in Jackson County. Address mail to: Mrs. Willie Mae Bevis, Bascom School, Bascom, Florida.

Illinois.—My pupils and I should like to exchange letters, cards, and articles of interest with other schools in the United States and foreign countries. I teach all grades in a rural school. Address mail to: Miss Ethel B. Hagler, 501 Lucier Street, Murphysboro, Illinois.

Kentucky.—My pupils and I are interested in exchanging letters and ideas with other pupils and teachers everywhere. Our school is located close to the coal fields of eastern Kentucky. Address all mail to: Mrs. Marie Bunch, Hoskinston, Kentucky.

Minnesota.—My pupils in grades one to eight and I should like to correspond with school children and teachers anywhere. We live in a mixed-farming region about fifty miles from Lake Itasca, the source of the Mississippi. Address: Miss Lillian Balke, Pine Hill School, Fosston, Minnesota.

Minnesota.—The teacher and pupils in our rural school will be glad to exchange letters or scenic post cards with other teachers and pupils from other states and countries. Address: Miss Phyllis Bauer, District 82, Springfield, Minnesota.

New York.—My third-grade pupils desire to exchange letters, pictures, souvenirs, ideas, and projects with pupils of the same grade anywhere in the United States and foreign countries. We are twenty-five miles from New York City, out on Long Island. Address mail to: Miss Belva Hennegan, Hewitt School, 459 Hempstead Avenue, Rockville Centre, New York.

North Dakota.—My third and fourth grades and I should like to exchange letters, ideas, and souvenirs with other schools in other states. Address correspondence to: Mrs. Marian Kramer, Norway Lake No. 4 School, Hamberg, North Dakota.

Pennsylvania.—Our pupils in sixth, seventh, and eighth grades wish to exchange letters and souvenirs with classes in the United States and foreign countries. Our school is located in the area of Valley Forge. We are in an industrial and agricultural area also. About one hour's ride will take us to the heart of Philadelphia, or Wilmington, or the Pennsylvania Dutch area around Reading. Address mail to: Miss Mildred Hopwood, Schuylkill Consolidated School, White Horse Road, Phoenixville, Pennsylvania.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **KELLOGG COMPANY, Home Economics Services.** Please send me Kellogg's **Early Bird Breakfast** Game with colorful wall poster, score folder for each pupil, prize buttons for pupils in winning team, and seal for each pupil with perfect score. There are .... children in my class. (See Page 101.)

125

Name .... School & Grade ....
School Address ....
City .... Zone .... State 11-52

FREE **LIFE FILMSTRIPS.** Please send me complete descriptive information about: (1) LIFE'S series of black-and-white 35 mm Filmstrips showing peoples and places important in the news today; (2) LIFE'S exciting color Filmstrips on art, science, history.

374

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **SQUARE DANCE ASSOCIATES.** Please send me information on the new simplified system of teaching rhythms to the very young. Include information on your instructional records of couple dances and mixers.

423

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **AIR FRANCE.** Please send me information regarding Air France flights to Europe and all the world.

422

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **THE JAM HANDY ORGANIZATION.** Please send me descriptive literature on "Introduction to the Globe" and a copy of your new slidefilm catalogue listing classroom teaching aids. I am especially interested in ....

199

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **A. B. DICK COMPANY, Dept. S.** I'd like more information about **CLEEN-SEAL** masters and the complete line of A. B. Dick products for spirit duplicators.

332

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **SABENA BELGIAN AIRLINES.** Please send me information about your De Luxe and Tourist Class Services to Europe, and other data which will be helpful in planning my trip.

404

Name ....
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City .... Zone .... State 11-52

FREE **F. E. COMPTON & CO.** Please send .... copies of the Compton Plan for your School's Social Living Program (as shown in September issue pages 56-57 and October issue pages 14-15.)

73

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

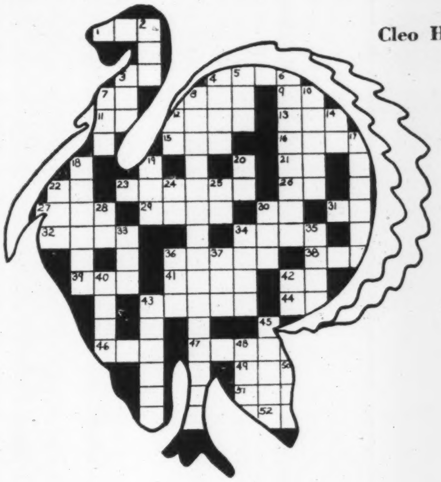
FREE **A. B. DICK COMPANY, Dept. M.** Please send me information about: ☐ Stencil Pencil, ☐ Handwriting Stencil, ☐ MODERN mimeographs; ☐ Other A. B. Dick special products for schools.

332

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

A November Crossword Puzzle

Cleo Humphrey



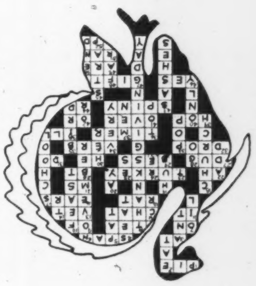
ACROSS

1. We have this for Thanksgiving dinner.
3. Please come - - once.
4. Bridge
7. The turkey was - - the platter.
8. A beverage
9. Thanksgiving comes on the fifth day - - the week.
11. Pronoun
12. To talk in an easy manner
13. Veteran (abbr.)
15. A rodent
16. We hear with our - - - -.
21. Manuscript (abbr.)
22. Exclamation
23. Main dish of Thanksgiving dinner
26. Big turkey (abbr.)
27. Past tense of "dig"
29. President Truman's wife's name
30. Pronoun
31. To act or behave
32. To let fall
34. An action word is a - - - -.
36. One who keeps time
38. Sick
39. With a - - -, skip, and jump!
41. Above
42. Either one - - the other
43. Having many spines
44. Road (abbr.)
46. Opposite of no
47. A present
49. Autumn days - - - here.
51. Hurried
52. Paid (abbr.)

DOWN

2. Most children like to - - -.
3. Small crawling insect
4. Chair
5. Boy's or girl's nickname
6. Autumn month
7. He will - - - the machinery.
8. November holiday
10. We have a - - - - - on Thanksgiving Day.
12. Credit (abbr.)
14. Transpose (abbr.)
17. We have a program in - - - - - - at Thanksgiving time.
18. We go to - - - - - - to thank God on Thanksgiving Day.
19. The center of a wheel
20. Always yours (abbr.)
22. To total
24. Again (prefix)
25. Two letters added to form the plural of many words
28. Depart
30. Pronoun
33. Short sharp noise
34. In a high degree
35. Nearly every - - - - has gone South for the winter.
36. Upper part
37. Males
40. The - - - - pebble on the beach
42. Either, - -
43. Little girls wear - - - - - - around their waists.
45. Long thin strip of leather
48. For a great distance
50. Finish

Key to Puzzle



"Let's Go, America"

A fast-moving story of how the railroads serve the nation, especially prepared for television, has been scheduled for the "American Inventory" program over the NBC television network on Sunday, November 16, 2:00 to 2:30 P.M., E.S.T. (See newspaper for other zones.)

Produced by Teleprograms, Inc., in co-operation with the Association of American Railroads, the show opens with a twelve-year-old girl visiting farm, forest, and mine. She sees the raw materials move from mill or factory for processing or fabrication, and then on to the consumer.

Helpful Teaching Materials for You

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FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **WHEELER PUBLISHING COMPANY.** Please send me your free pictorial map of historic U.S. Trails and information concerning your high interest level books for low ability readers. 405

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **BRITISH AND IRISH RAILWAYS.** Please send free illustrated folders, maps and other material, with details of special tickets available for American visitors to Britain. 188

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **SOCIETY FOR VISUAL EDUCATION, INC.** Please send me a free copy of the new 16-page S.V.E. Holiday booklet featuring filmstrips and 2 x 2 slides for Thanksgiving and Christmas programs. 197

Name .... Grade ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **WHEAT FLOUR INSTITUTE. Dept. I-11.** FREE CATALOGS TO HELP YOU . . . Please send me a sample copy of "Classroom Animal-Experiment Book." Also send latest catalog describing over 33 teaching aids on health and nutrition programs—including Recipe Booklets, Food Bulletins, Fact Pamphlets, and Charts. 280

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **FIRST LOAN COMPANY, Dept. S133.** Please send me, in a plain envelope, complete information about your Borrow-By-Mail service for teachers, as described on Page 3. 328

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **AMERICAN VISCOSE CORPORATION.** Please send me: FREE Rayon Teaching Units: ☐ (TA) Grades 1-3 Kit; ☐ (TB) Grades 4-8 Kit; ☐ (TD) Science Kit. 22

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 11-52

FREE **CUSHMAN & DENISON MFG. CO., Dept. TI-11.** Please send FLO-MASTER SCHOOL BULLETIN, showing many ways a teacher can use the FLO-MASTER FELT TIP PEN. 377

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 11-52

FREE **THE GEORGE F. CRAM CO.** Please send me Cram's Classroom Classics - Volume 5, No. 2 "Teaching in a Divided World," by J. Hartt Walsh, Ph.D., Dean, College of Education, Butler University. 124

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 11-52

FREE **TEACHERS CASUALTY UNDERWRITERS.** I am interested in knowing about T.C.U.'s "10-Way Protection" Policy against accident, sickness, and quarantine, at a cost of less than a nickel a day. 18

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 11-52

Learning
HOW to VOTE

AnnElla Alexander
Teacher, Highland School, Omaha, Nebraska

In our school, the seventh- and eighth-grade pupils vote whenever there are city, primary, and general elections. The chief purpose is to show the pupils how to exercise their right to vote and to encourage them so they will do so when they reach voting age.

Two publications, *State and County Election Laws of Nebraska* and *Instructions to Election Officials of Douglas County, Nebraska,* are used as references. The voting is carried on in accordance with the State Election Laws. (You can follow those for your state.)

Campaigning

The election project begins in school when the city starts its campaign. The children remind their parents of the approaching election and urge them to register. A graph is made to show the number of parents who do.

The class gathers information about campaign issues and candidates by clipping articles and cartoons from newspapers and magazines. Prior to a presidential election, a committee calls on the Republican and Democratic headquarters for campaign literature and pictures of the candidates. Sample ballots are obtained at the election commissioner's office.

All this material is displayed on bulletin boards. However, all campaign literature is removed before election day. *The law states that no campaigning may be permitted within the voing place or within one hundred feet of the entrance.*

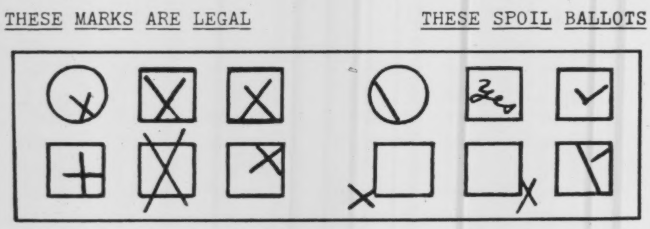
Qualifications

A poster showing the qualifications of a voter is displayed. (These may be different in your state.)

1. Must be at least twenty-one years of age.
2. Must be a citizen of the United States.
3. Must have resided in the state six months, in the county forty days, and in the precinct ten days.

How to Mark Ballots

Another poster is made to show how to mark a ballot so it will count.



Correctly marked and spoiled ballots from previous elections are posted on our bulletin board. Thus, the children learn which ballots can be counted. The correct form is *an X in the box.* If a ballot is marked with a check (✓), marked in ink, or signed by the voter, it is spoiled. If the instructions say to vote for *two*, and *three* are marked, none can be counted. However, a voter may legally indicate *fewer* than the number specified.

Federal Laws Regarding Voting

At this time, two amendments to the Constitution are studied.

15th Amendment

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

19th Amendment

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

New Words and Their Meanings

The children list election vocabulary terms and their meanings.

ballot—the official list of candidates
election board—those who conduct the election
party affiliation—with what political party you affiliate
polling place—where people go to vote in an election
precinct—the smallest voting unit in a city
qualifications of a voter (see poster)
registration—record of names and signatures of voters in a precinct
suffrage—the right to vote or exercise of such right
term of residence—the period by years, months, or days, stated by the voter giving the time he has lived in a certain place

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: **THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.**

FREE **AMPRO CORPORATION.** Please send your new booklet, "Teaching with an Ampro Tape Recorder," never before offered and especially prepared for elementary teachers, describing school and classroom uses of the Tape Recorder.
428
Name of School and Address ....
Attention of .... Position ....
City .... Zone .... State 11-52

FREE **DELKOTE, INCORPORATED.** Please send me a copy of "How to Cut Book Costs"—an illustrated book maintenance technique booklet describing methods of using liquid plastic BOOK-SAVER.
402
Name .... Grade ....
Name .... School ....
City .... Zone .... State 11-52

FREE **NATIONAL COTTON COUNCIL, Box 76.** Please send .... copies (limit 25 per class) of your "1952 Pattern Service for Sewing with Cotton Bags," suggesting ways to re-use thrifty cotton bags in home sewing and class projects.
71
Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **LYONS & CARNAHAN.** Please send me descriptive bulletins on your complete Phonics program.
151
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **THE GARRARD PRESS.** Without cost or obligation, please send me the Dolch descriptive booklet and the pamphlet, **Security in Reading.**
293
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **THE CINCINNATI PENCIL CO.** Please send me price list and information about your 1952 Christmas Personalized Pencil offer. Also, information about your money-making plan by selling Imprinted School Pencils.
48
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **ASSOCIATION OF AMERICAN RAILROADS.** Please send me a free copy of your illustrated story of the development of AMERICAN RAILROADS, with map series showing railway expansion by decades. Especially useful for social studies, grades 6 and up. Classroom quantities available on subsequent request.
67
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **GENERAL MOTORS, Dept. of Public Relations.** Please send me, for myself and my pupils, ... reprints of your advertisement which appears on Page 32. Also a copy of your booklet "Research Looks to New Horizons."
83
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

FREE **RUBBER MFRS. ASSN., INC., Rubber Footwear Div.** Please send me the CLASSROOM KIT ON COLD PREVENTION. (Kits will be mailed after Nov. 15.)
355
Name .... Grade ....
Street or R.D. .... No. Pupils ......
City .... Zone .... State 11-52

Officers of Election

The pupils vote by ballot for an election commissioner. Then the commissioner appoints all other officers of the election: an inspector, four registration clerks, a receiving board (three judges and two clerks), and a counting board (two judges and two clerks).

Registration

Registration begins at least four weeks before election. Blanks to be used by the pupils are mimeographed. A sample page of the "Original Registration Register, City of Omaha" is used as a guide.

Date
Name, Last *First* *Middle*
Address
Term of Residence, Precinct *County* *State*
Party Affiliation
Signature of Voter
Color Hair *Color Eyes* *Age*
Apparent Weight *Pounds; Apparent Height* *Feet* *Inches*
Occupation
Registration taken by

On the appointed days, two registration clerks take turns registering voters during school hours.

Each registrant must take this oath: "You do solemnly swear or affirm that you will fully and truly answer all such questions as shall be put to you touching your place of residence, name, place of birth, qualifications as an elector, and all other questions provided for by laws of this state affecting your right to register and vote therein."

Since the pupils are not of voting age they are permitted to give their ages as twenty-one or older. The completed forms are kept in a loose-leaf book and stored at school between elections. A pupil is not required to register a second time unless he has changed his address.

Our registration closes on the same day as registration in the city.

Preparing for Election

Mimeographed ballots in simplified form are prepared by a committee. (Sample ballots clipped from the newspapers may be used.)

A ballot box, clearly labeled, is made from a large cardboard carton. It has an opening in the top to receive the voted ballots.

A voting booth is supplied with a card of "Instructions to Voters," obtained from the city election commissioner, and a blue pencil.

Two Poll Books are prepared for use in keeping a list of the names of those who vote on election day.

Election Day

A judge of the receiving board proclaims the polls open with the words: "Hear Ye! Hear Ye! Hear Ye! These polls are now open." A half hour before the polls close he announces that fact in a similar manner.

The two clerks on the receiving board examine the register to see if the person who appears to cast his vote has registered. If so, he signs his name with ink in Poll Book No. 1 and a clerk writes his name in Poll Book No. 2.

Then the voter gets his ballots at the table where two judges of the receiving board are seated. They have signed their names, in ink, on the back of each ballot. The voter is allowed five minutes in the voting booth. After marking his ballots, he folds them separately to conceal the writing on the face, hands them to the third judge, and watches him deposit them in the ballot box. This judge sees that all ballots have been properly signed by two judges.

Counting and Canvassing the Votes

At a time designated by the election commissioner, the members of the counting board start to count the votes. They *may* begin before the polls close. A record of votes cast is kept in a Tally List. The judges and clerks, using the Tally Lists, prepare a summary showing the name of each candidate, the office voted for, and the number of votes received. When it is completed, the judges and clerks sign this statement.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: **THE INSTRUCTOR COUPON SERVICE**, Dansville, N.Y.

FREE **MILTON BRADLEY COMPANY.** Please send me your free folder on the latest approach to phonetic analysis. It contains instructive material on how to present interesting and varied programs that challenge your pupils to associate sounds with printed letter symbols and to develop more efficient word attack skills.

325

Name .... Grade ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **BRO-DART INDUSTRIES.** Please send free literature with full description of the many uses of BIND-ART Liquid Plastic ADHESIVE for books, pamphlets and other materials in the schoolroom.

433

Name .... Title ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **AUDUBON JUNIOR CLUBS.** Please send me descriptive literature on the benefits of Audubon Junior Clubs, and information on how to receive the **Bild-A-Bird Cut-Out,** FREE of extra cost.

266

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **BINNEY & SMITH CO.** Please send new CRAYOLA-Craft booklet containing suggestions for easy-to-make, easy-to-decorate gifts, party games, invitations, place cards, desk calendars, book marks, also directions for stenciling with CRAYOLA Crayon.

262

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **HOUGHTON MIFFLIN COMPANY, Trade Juvenile Dept.** Please send your free illustrated catalog of children's books.

289

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **DAVID McKAY COMPANY.** Please send me a free copy of your new illustrated catalog, "Books for Boys and Girls."

284

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **HARCOURT, BRACE AND COMPANY.** Please send me your Graded List of Books for School Libraries.

330

Name .... Grade & No. Pupils ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **LANDMARK BOOKS FROM RANDOM HOUSE.** Please send your folder, "Reading Is Fun," telling how Landmark Books are being used in classroom study and for supplementary reading. The reading level and interest level are given for each title.

434

Name .... School ....
Street or R.D. ....
City .... Zone .... State 11-52

FREE **LONGMANS, GREEN & COMPANY.** Please send me a copy of your new catalogue of Junior Books for Fall, 1952.

287

Name ....
Street or R.D. ....
City .... Zone .... State 11-52

Where's JACK FROST?

Frieda L. Furman

Kindergarten Teacher, Public School No. 182,
Brooklyn, New York

Little Timothy set out to find Jack Frost. The wind blew gently, and the sun was bright. Some leaves had turned brown and red, and were falling to the ground. Timothy stepped into the newly fallen leaves and they made a nice crackling sound. He walked and walked—up, up, a hill.

When he reached the top he met the postman. "Have you seen Jack Frost?" he asked.

"No, Timothy, not today," answered the postman.

So Timothy walked on. He passed many houses and trees. Then he walked down a hill.

When he reached the bottom he met a policeman. "Have you seen Jack Frost?" he asked.

"No, not today," answered the policeman.

Timothy searched and searched for Jack Frost. He looked under the leaves, around the trees, near the pond, and behind the bushes. But he could not find him.

He walked on and on until he came to a garden full of dahlias.

"Do you know where Jack Frost could be?" Timothy asked them.

But the dahlias just swayed back and forth. They seemed to say, "No, not today."

Not far from the road, Timothy found a few asters and chrysanthemums. He asked them, "Do you know where I can find Jack Frost?"

But they, too, only swayed in the breeze.

Suddenly a squirrel ran in front of him. As Timothy watched, he saw the squirrel running back and forth into a hole in a tree. What was the squirrel doing? Of course, he was carrying nuts and hiding them in a hole in a tree.

After a while Mr. Squirrel stopped to look at him, and Timothy asked, "Have you seen Jack Frost?"

The squirrel ran down the tree trunk, picked up more nuts, looked at Timothy, and went on about his business again.

"He doesn't have time to answer me," said Timothy to himself.

It was growing late and the sun no longer shone as brightly as before. It was also getting cooler. So Timothy decided to go home. Besides, he was getting hungry.

"Where have you been?" asked Timothy's mother.

"I've been looking for Jack Frost. Do you know where he is?"

"I'm afraid you will not find Jack Frost for a few more days. When the time comes, you will know he's here," she replied.

"*How?*" asked Timothy, more puzzled and curious.

"Just wait and see," replied his mother.

Timothy waited patiently. Then, one morning when Timothy jumped out of bed he ran to the window but he couldn't see out. It was covered with something white. He touched it and it felt very cold on his chubby little fingers.

Timothy was very much surprised. He ran to another window in his room, and this also was covered with white. While Timothy wondered what it could be, he noticed pretty pictures in the white. Some looked like the fern leaves which grew beside the house.

Wishing that he could see outdoors, Timothy put his finger on the windowpane. He rubbed the cold white surface, and the white began to disappear.

Just then, Timothy's mother came into the room.

"What's on the window this morning?" asked Timothy. "Why can't I see out?"

"Jack Frost was here last night," his mother said. "It is very cold outside today. When you go outdoors you'll see the clothes I washed hanging in funny shapes—all stiff with Jack Frost's cold."

"Where is he?" asked Timothy eagerly.

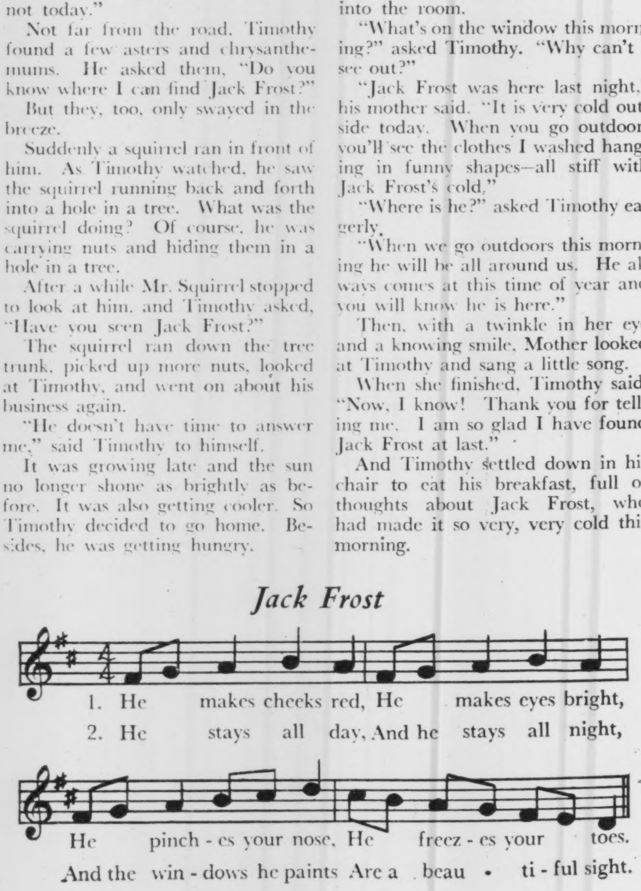
"When we go outdoors this morning he will be all around us. He always comes at this time of year and you will know he is here."

Then, with a twinkle in her eye and a knowing smile, Mother looked at Timothy and sang a little song.

When she finished, Timothy said, "Now, I know! Thank you for telling me. I am so glad I have found Jack Frost at last."

And Timothy settled down in his chair to eat his breakfast, full of thoughts about Jack Frost, who had made it so very, very cold this morning.

Jack Frost


1. He makes cheeks red, He makes eyes bright,
2. He stays all day, And he stays all night,
He pinch - es your nose, He freez - es your toes.
And the win - dows he paints Are a beau - ti - ful sight.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: **THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.**

FREE **HARPER & BROTHERS.** Please send me a copy of the Harper Catalogue of Books for Boys and Girls, 1952.

224

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **MACRAE SMITH COMPANY.** Please send me a copy of your 1952 catalog of books for boys and girls.

396

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **THE WESTMINSTER PRESS.** Please send me your complete catalogue listing the current titles in the "Literature for Youth" publishing program.

319

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **JOHN C. WINSTON CO.** Please send descriptive literature and order blank for Winston Pixie Books and Winston Adventure Books.

357

Name ....
Street or R.D. ....
City .... County .... State 11-52

FREE **ALFRED A. KNOPF.** Please send me one copy of your free catalogue, Borzoi Books for Young People.

349

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **CHARLES SCRIBNER'S SONS, Dept. A.** Please send me your "Books for Younger Readers" catalog 1952.

344

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 11-52

FREE **THE VIKING PRESS.** Please send me your 100-page illustrated catalogue of Viking Junior Books. Complete descriptions of books for kindergarten through high school: picture books, stories, junior novels, history, biography, geography, nature, and science. Includes a graded list and a helpful subject index.

346

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **DOUBLEDAY JR. BOOKS, Box IN.** Please send me a copy of your illustrated, descriptive catalog of Doubleday Jr. Books.

348

Name .... Grade ....
School Name & Address ....
City .... Zone .... State 11-52

FREE **AMERICAN HERITAGE SERIES.** Please send me your descriptive circular of the titles in the American Heritage Series, together with the complete 1952 ALADDIN BOOKS catalog.

336

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

NEW FOR YOU!

A DEPARTMENT DEVOTED TO NEW PRODUCTS FOR *You* AND THE *Classroom*

Kindergarten children and eighth-graders alike will enjoy growing the parsley Sure Sprout Window Sill Garden. And the parsley is useful for flavoring and garnishing, too. You can grow several of the gardens for the cafeteria or as gifts.

The Curley variety parsley seeds are already planted in a scientific soilless growing material. Just add water to the box cover which serves as a base for the Window Sill Garden. Order several now—Benton-Kirby, Inc., 430 N. Water St., Milwaukee, Wis.

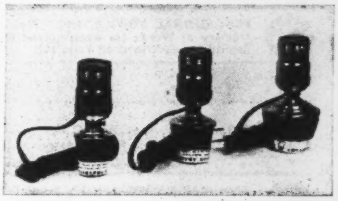
Plaskit Foam is a new art craft medium. Simple or complex art designs are easily cut and molded from the Foam, which is softer and lighter than any wood, yet strong and waterproof. Designs may be left natural white or colored with spatter ink. Write Beckley-Cardy Co., 1632 Indiana Ave., Chicago 16, Ill.

Picture post cards mailed from Alaska will make your social-studies unit more interesting. A fifteen-card set includes scenes from Nome, McKinley Park, Fort Yukon, Kodiak, Cordova, Matanuska, and several other places of interest. You have a choice of regular or air-mail delivery. This service is provided for about two dollars by the Arctic Remail Agency, Box 254, College, Alaska.

Celebrate Book Week (November 16-22) by having your library in first-class condition! The Creative Playthings Library Kit contains enough materials for a 100 book project.

The Kit includes stamps, a library dater, white book marking ink, book cards, book pockets, "date due" slips, reference labels, brushes and paste. The materials are packed in a sturdy wooden box which serves as a convenient file.

Mary Helen Mahar, Garden City High School, New York, is the designer. Write Creative Playthings, Inc., 5 University Place, New York 3, New York.



You need not be an electrical engineer to make or supervise the construction of a lamp! The W. N. de Sherbinin Products, Brookfield, Conn., have simplified the process. The wires are attached to a plug-in cork for converting bottles, jugs, or vases with 2¼-inch openings or less into attractive electric lamps.

The adapters may be purchased at most gift, chain, and department stores.

Have you a rhythm band or are you contemplating one? The Peripole Products, Inc., 2917 Avenue R., Brooklyn, will help answer your questions about organization and instruments.

Their "Rhythm Band Parade" primer displays many rhythm-band instruments and prices plus several pages of helpful and timely advice for *you.* Graded orchestrations of several popular rhythm-band pieces are included for beginners, for the intermediate level, and for advanced work. For more reading, the Education Department of Peripole Products, Inc., has compiled a list of rhythm-band method books and scores.

If computing the projection distance is one of your audio-visual problems, the Radiant Manufacturing Corp., of Chicago, Ill., will help solve it. They have prepared a slide-rule Screen Finder that swiftly calculates correct screen distance in relation to screen size, lens focal length, running time, and audience capacity. No mathematical genius is required!

A new educational aid is here, announces Milton Bradley Company of Springfield 2, Mass. The Teaching Aid Ruler designed by Rolland R. Smith, Ph.D., noted mathematician, helps eliminate confusion in learning the meaning of markings on a ruler. The "ruler" consists of four rulers each marked in halves, quarters, eighths, and sixteenths respectively. Four dozen cost approximately one dollar.

The new Group-Thinkometer can tell you by a glance at the dial whether the lesson is being understood or is interesting to the children. Whenever one of the pupils fails to understand a lesson he presses his switch with his hand or foot and the response is registered on the dial. The machine is valuable in teachers' conferences or committee meetings to tally member response.

The Group-Thinkometer consists of a meter with self-contained batteries, 50 feet of cord, and 10 switches. This number of switches gives a sampling even if you have a large group, and it can be used for less than ten persons.

Inquire of the Harwald Co., Inc., 1216 Chicago Ave., Evanston, Ill.

Helpful Teaching Materials for You

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FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use this address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **COLLIER'S YOUNG FOLK SHELF OF BOOKS.** Please send me your brochure giving a partial listing of the stories, authors, artists and other details on the New Junior Classics.

435

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **LITTLE, BROWN & COMPANY.** Please send .... copies of your 1952 illustrated catalogue, "Books for Children."

391

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **E. P. DUTTON & CO.** Please send descriptive catalogue of Dutton's 1952 Books for Boys and Girls.

352

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **SIMON AND SCHUSTER, Educational Division.** Please send me a complete list of Golden Books in the Goldencraft Cloth Binding.

345

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **MYSTIK ADHESIVE PRODUCTS, Box 10.** Please send me FREE colorful classroom suggestions for using MYSTIK TAPE (reprinted from center pages of October 1951 issue of THE INSTRUCTOR.)

388

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **INSTITUTE OF LIFE INSURANCE.** Please send me .... copies (one for each pupil) of your Arithmetic Unit Based on Insurance, for elementary grades, which appeared on pages 27-34 of the September 1951 issue of THE INSTRUCTOR.

379

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **GREYHOUND EDUCATIONAL DEPARTMENT.** Please send me .... copies of your illustrated Study Unit "How to See America by Highway" for distribution to my students. (This is shown in the center pages of this issue.) With these reprints you will receive one 8-foot full-color wall display "Wayside Wonders" to complete your transportation unit.

93

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **BITUMINOUS COAL INSTITUTE.** Please send me information on your complete selection of teaching aids for 1953—illustrated booklets, special display units, and films. Please include samples of aids that may be of special interest to pupils of my grade.

160

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

FREE **FRENCH GOVERNMENT TOURIST BUREAU.** Please send me .... copies of the booklet, "France, the Tourist's Dreamland," containing a general map and 24 pages of lovely photographs of all regions of France.

217

Name .... Grade ....
Street or R.D. .... No. Pupils .....
City .... Zone .... State 11-52

8-PM
1952
3 CENTS 3

FIRST CLASS MAIL

Dear Miss Owen,
I am retiring this year and have debated all summer about renewal of my subscription to *The Instructor.*

I have taken *The Instructor* forty-six years (*Normal Instructor, Normal Instructor and Primary Plans*) and shall feel lost without it, yet I guess there must be a parting of all friends.

Not only have I enjoyed *The Instructor* but have received much help from it, and I shall miss my old stand-by.

Etta Gayhart, *Indiana*

Miss Gayhart does not quite qualify for our 50 Year Club, but her letter is pretty nice, just the same. Subscribers to *The Instructor* for fifty years get free life subscriptions when they retire from active teaching. All they have to do is to ask.

★

Dear Miss Owen,
Thanks for the column on John Dewey. When this brilliant educator died, I was amazed to see so little space devoted to him in the newspapers.

Dorothy Golub, *New York*

While the world has partially felt Mr. Dewey's influence, we believe that his contribution to our way of life is yet to be fully realized.

★

Dear Miss Owen,
I used the "Straight-Line Designs on Cloth" [September, page 26] for an art lesson during the opening of school. My children were interested in the way the camera caught the texture of the cloth in reproducing the design. Now we are having a unit on photoengraving which is a direct outcome of that art lesson. Just thought you would like to know how useful your material is.

Pearl Mynnson, *California*

Good for you, Pearl, but confidentially we would like to claim some of the credit for the texturelike finish for our artist, Mr. Palmer, who made drawings over rough surfaces to give the desired effect.

★

Dear Miss Owen,
The unit on horses [September, page 24] brings to mind a similar unit of a few years ago that had a real motivation. A horse farm near our school had purchased two boxcar loads of Palominos, only to have the corral break loose the first night. Palominos were scattered all over our county and there was a sizable reward for their return. By the time the excitement had died down my children developed an interest in horses that was very real. . . .

Esther Dugenhymer, *Pennsylvania*

There was only one thing wrong with Miss Dugenhymer's letter. She forgot to say how many of the horses were finally caught!

★

Dear Miss Owen,
Congratulations on the selection of Nila Banton Smith as your new reading counselor. I have had several courses with her and you could not have picked a better person.

Naomi Wallace, *Massachusetts*

We think so too, Naomi. Possibly some of you failed to notice Dr. Smith's name in our list of counselors. We know you will want to take advantage of her excellent advice.

Dear Miss Owen,
Congratulations on your September issue of *The Instructor.* My copy arrived today and I was delighted with the "Make Easy Flash Cards" on page 22. All last year I looked for suitable pictures to make my own flash cards. I hope that you will receive enough requests to make it a permanent feature in your magazine until teachers can make cards for the first 500 words of the "Gates Reading List." At any rate thank you for the first 20 picture words.

Beryl O'Kelly, *North Carolina*

We had intended that page to be a one-time feature. But, if others agree with Miss O'Kelly, we will continue it. A two-cent postcard addressed to the Editorial Department is all you need in order to state a preference.

★

Dear Miss Owen,
What fun we had with the song, "Sweet Betsy from Pike." We hope this will just be the first of many.

Margaret Lykens, *Florida*

. . . Was including "Sweet Betsy from Pike" and the trials and tribulations of her lover *Ike* a bit of partisan politics?

Nate Smithers, *Texas*

It certainly was not, Nathan, and you're a humbug even to think of it!

★

Dear Miss Owen,
Your September magazine is wonderful. How under heaven can you get so much good material in one magazine. I love the cover—spacing, lettering, picture and all. It's just grand. My sister—she's an art teacher, you know—shares my enthusiasm.

Jessie Todd, *Illinois*

Miss Todd hurriedly wrote this note on the back of an envelope when sending us some materials. We like the impulsive variety! When someone's enthusiasm is so genuine that she doesn't take time to meditate on it, it is good evidence that it is the real McCoy.

★

Dear Miss Owen,
I notice that Miss Hackett is no longer a member of your staff. How is it she is still writing "Day by Day," or did she work a couple years in advance?

Martha Collins, *Georgia*

No, Martha, she didn't work a couple of years in advance, for two very good reasons. She wouldn't have had time to prepare the copy, and it would have been awfully stale by the time it reached you. Miss Hackett writes her column in Boston and mails it to Dansville.

★

Dear Miss Owen,
Every time I read *The Instructor* I am surprised and amazed at the amount of interesting things that you are able to include and the September issue is no exception.

Specifically, I thought "Identification Tags" and "Talking It Over" that told about your editorial party were very interesting. The games section is nice, and I liked the animal page. The traffic emphasis, bicycles, and "Jet Propulsion" were also good. Altogether this issue is full of wonderful things. . . .

Virginia Dickinson, *Illinois*

Helpful Teaching Materials for You

MAIL TODAY

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FREE **WORLD BOOK.** Please send me your free reprint of "MILL CREEK" shown on pages 21-28 of this issue.

269

Name ....

Street or R.D. ....

City .... Zone .... State 11-52

FREE **THE JUDY COMPANY.** Please send full information on Judy Arithmetic materials, as shown on Page i.

436

Name .... Grade ....

Street or R.D. .... No. Pupils .....

City .... Zone .... State 11-52

FREE **BECKLEY-CARDY COMPANY.** Please send me your No. 53 Teachers' Buying Guide which catalogs over 3,500 teaching helps.

35

Name .... Grade ....

Street or R.D. .... No. Pupils .....

City .... Zone .... State 11-52

FREE **TWA AIR WORLD EDUCATION SERVICE.** Please send me: ☐ Aviation in the Elementary Grades; ☐ Time and Place Aviation for Secondary Schools. (FREE to Teachers Only.) Materials designed to help teach the functions and results of air transportation to Elementary and Secondary school children.

127

Name .... Grade ....

Street or R.D. ....

City .... Zone .... State 11-52

FREE **EDUCATIONAL SERVICE, INC.** Please send me free descriptive literature on Steps to Mastery of Words for Reading and Spelling and the Strathmore Plan for Arithmetic and English, as described on Page 100.

309

Name .... Grade ....

Street or R.D. .... No. Pupils .....

City .... Zone .... State 11-52

FREE **ANN MARIE'S WORKSHOP, Dept. G-10.** Please send me one complete project so that I may become acquainted with TEACHER-PLANS art and activity service for lower grade school teachers.

106

Name ....

Street or R.D. ....

City .... Zone .... State 11-52

10¢ **THE PLYMOUTH PRESS.** Please send me your special catalog of over 300 helpful items with descriptions of new Wall Charts and Self-Help Seat Work for Beginning Readers.
☐ I enclose 10c to cover postage and handling.

237

Name .... Grade ....

Street or R.D. .... No. Pupils .....

City .... Zone .... State 11-52

$2. **BETTER HOMES AND GARDENS, Book Dept.** Please send me, for free ten-day inspection: ☐ the Better Homes & Gardens Story Book for children 6 to 12; ☐ Better Homes & Gardens Story Book, for children 3 to 8—regular price $2.95. I understand that I can keep the book at the special teachers' price of $2.00. (Offer good only in U.S.)

382

Name .... Grade ....

Street or R.D. .... School ....

City .... Zone .... State 11-52

10¢ **RIT PRODUCTS CORPORATION.** Please send me a copy of "How to Make Costumes."
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54

Name .... Grade ....

Street or R.D. .... No. Pupils .....

City .... Zone .... State 11-52

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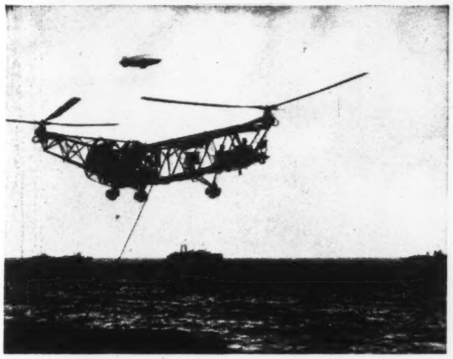

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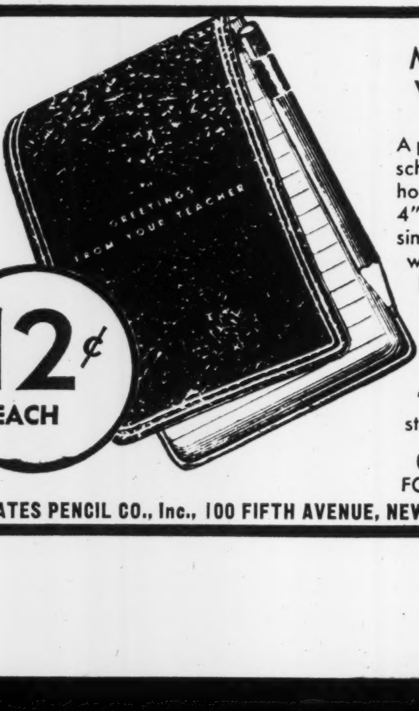

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